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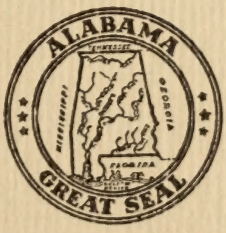
STATE TEACHERS

College

TROY, ALABAMA



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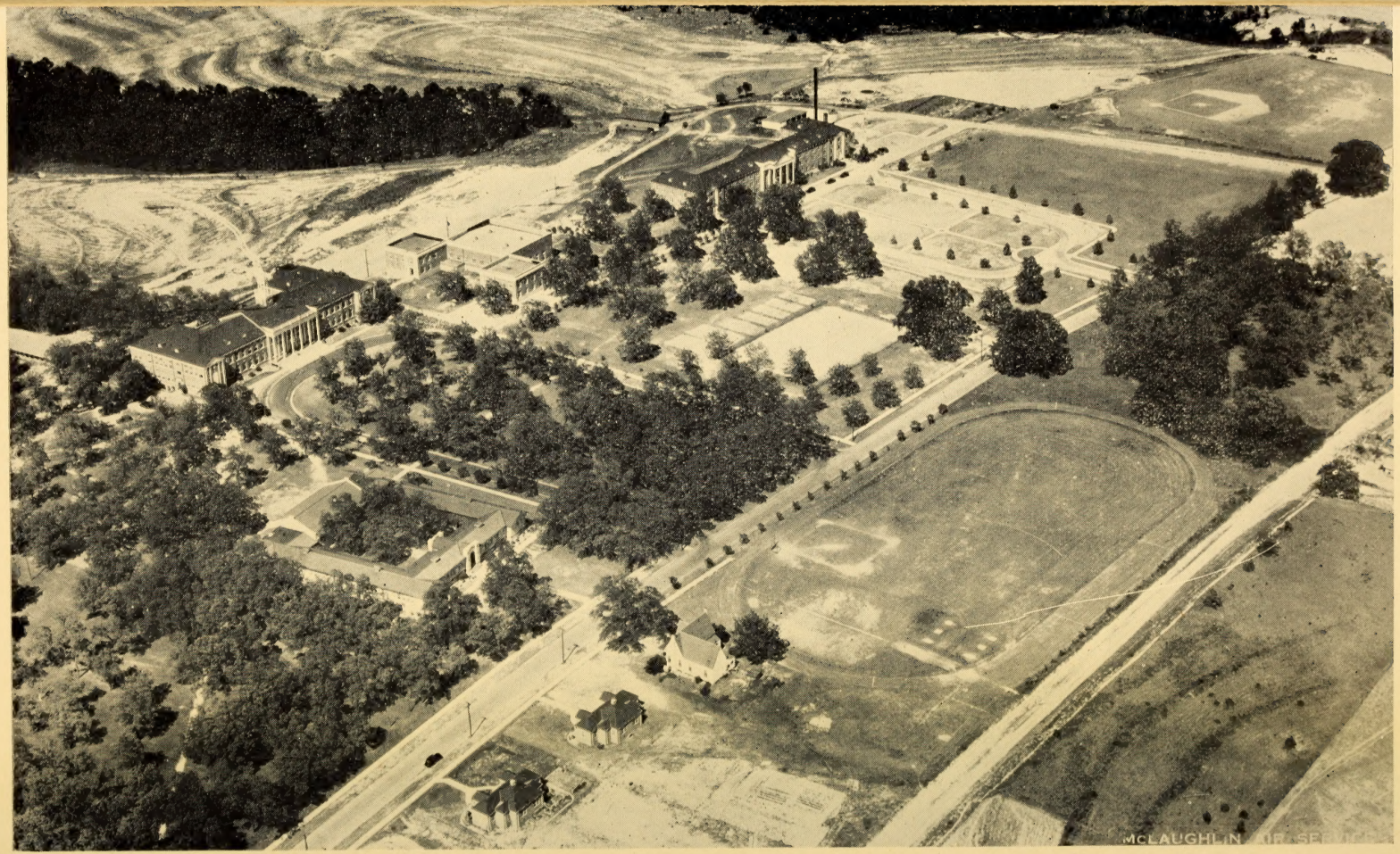

AERIAL VIEW OF THE COLLEGE CAMPUS

BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXVIII July, 1941 Number 1

ANNOUNCEMENTS
1941-1942

The Fifty-Fifth Year

THE TROY STATE TEACHERS COLLEGE IS A MEMBER OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Published quarterly by Alabama State Teachers College, Troy, Alabama. Entered as Second-Class Matter at the Post Office at Troy, Alabama, under Act of March 12, 1914.

1941

JANUARY

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CALENDAR

FALL QUARTER, 1941

September 14—Sunday, Dormitory opens for freshmen.
September 15—Monday, Orientation and registration of freshmen.
September 16—Tuesday, Registration of upper classmen.
September 17—Wednesday, Class work begins.
October 27—Monday, Last day for registration for a half quarter's credit.
November 20-21, or
27-28—Thursday and Friday, Thanksgiving holidays.
December 6—Saturday, Close of Fall Quarter.

WINTER QUARTER, 1941

December 8—Monday, Registration and beginning of class work.
December 19—Friday, Christmas holidays begin, 12:30 P. M.
December 29—Monday, Class work resumes.
January 26—Monday, Last day for registration for a half quarter's credit.
March 7—Saturday, Close of Winter Quarter.

SPRING QUARTER, 1942

March 9—Monday, Registration and beginning of class work.
April 21—Tuesday, Last day for registration for a half quarter's credit.
Registration for special spring session.
May 24—Sunday, Baccalaureate service, 11:00 A. M.
May 29—Friday, Graduation exercises, 10:00 A.M. Close of Spring Quarter.

SUMMER QUARTER, 1942

June 8—Monday, Registration.
June 9—Tuesday, Class work begins.
July 14—Tuesday, Close of the first session of the summer quarter.
July 15—Wednesday, Registration for the second session of the summer quarter and beginning of class work.
August 21—Graduation exercises, 10:00 A. M. Close of Summer Quarter.

Classes will meet on the following Saturdays:
June 13, 27; July 11, 25; August 8.

Students entering after class work has begun must pay an extra fee of $2.00 for late registration.

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N. D. DENSON	Opelika
HARRY M. AYERS	Anniston
JOE STARNES	Guntersville
L. H. ELLIS	Columbiana
MRS. W. A. GRESHAM	Russellville
A. H. CARMICHAEL	Tuscumbia
DONALD COMER	Birmingham

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LEOLA INGRAM	Financial Secretary
R. H. ERVIN, B.A., M.A., ED.D.	Registrar
LUCILLE BLAN SAWTELL, B.PH.	Associate Registrar
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LOUISE HOUCK WISER, A.B., B.S.L.S.	Assistant Librarian
LULA OWENS POWERS	Secretary to the President
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ETHEL EAGAN, B.PED.	Manager Supply Store
JAMES O. COLLEY, JR., M.D.	College Physician
DON S. PATTERSON, M.A.	Director Training School

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President

B.S., Troy State Teachers College, 1922; M.A., George Peabody College for Teachers, 1927; Ed.D., Teachers College, Columbia University, 1940; Director, Division of Instruction, Alabama State Department of Education, 1935-1937; President State Teachers College, Troy, 1937—

EDWARD MADISON SHACKELFORD, B.A., M.A., LL.D.
President-Emeritus

B.A., University of Alabama, 1885; M.A., University of Alabama, 1888; LL.D., University of Alabama, 1913; Professor, Troy State Teachers College, 1887-1899; President Troy State Teachers College, 1899-1936; President Emeritus, Troy State Teachers College, 1936—

MARTHA JANE BALLARD, B.S., M.A.
Art

Alabama College, 1916-17; B.S., University of Alabama, 1918; Teachers College, Columbia University, 1928; M.A., University of Chicago, 1935; Troy State Teachers College, 1931—

CATHARINE LOWE BEVERLY, B.S.
Assistant in Art

B.S. in Education and Art, Peabody College, 1924; Troy State Teachers College, 1924-27; (part-time supply) 1937—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History

Graduate, Troy Normal College 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

EMILY SINCLAIR CALCOTT, B.S., M.S., PH.D.
Assistant in English

B.S., State Teachers College, Farmville, Va., 1924; M.S., University of Virginia, 1928; Ph.D., University of Virginia, 1931; State Teachers College, Troy, 1934—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian

B.A. in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

ALBERT E. CHOATE, B.S.
Director of Athletics

B.S., East Tennessee Teachers College, 1926; Graduate Student, University of North Carolina, 1927; Peabody College, 1928; Alabama Polytechnic Institute, 1931, 1936; Northwestern University Coaching School, 1937; State Teachers College, Troy, 1937—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

ROBERT HUGH ERVIN, B.A., M.A., ED.D
Psychology
B.A., University of Virginia, 1918; M.A., 1920; M.Ed., 1923; Ed.D., 1929, Harvard University; State Teachers College, Troy, 1931—

CURREN ADAMS FARMER, B.S., M.A
Physical and Health Education for Men
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

CURREN M. FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

LAURESON FORRESTER, B.S., M.A.
Physical and Health Education for Women
B.S., Peabody College, 1926; M.A., Peabody College, 1933; State Teachers College, Troy, 1933—

BOYCE GARRETT, B.A., M.A.
Dean of Women
B.A., Huntingdon College, 1929; M.A., University of Alabama, 1933; Columbia University, summer, 1938, 1939; State Teachers College, Troy, 1934—

LORAINE ESTELLE HAMIL, B.PH., B.S., M.PH., M.A.
Third Grade Critic Teacher
M.A., University of Alabama, 1936; B.Ph., Troy Normal College, 1896; M.Ph., Troy Normal College, 1898; B.S., Peabody College, 1921; State Teachers College, Troy, 1905—

IRWIN A. HAMMER, B.A., M.A., ED.D.
Education
B.A., Park College, Parkville, Mo., 1920; M.A., University of Colorado, 1927; EdD., Teachers College, Columbia University, 1939; State Teachers College, Troy, 1937—

THOMAS M. HOWZE, B.S., M.A.
Seventh Grade Critic Teacher
B.S., State Teachers College, Johnson City, Tennessee, 1935; M.A., George Peabody College, 1937; State Teachers College, Troy, 1939—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S. in Education, Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

EMMETT KILPATRICK, B.A., M.A., DOCTEUR ES-LETTRES
French
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

FLORENCE OLIVIA LEE, B.A.
First Grade Critic Teacher
B. A., Alabama College, Montevallo, 1936; Graduate, St. Mary's Episcopal College, Raleigh, N. C.; Teachers College, Columbia University, Summer, 1939; State Teachers College, Troy, 1938—

MARY F. McCARTHY, B.S., M.A.
Sixth Grade Critic Teacher
Graduate, Columbus, Ohio, Normal School, 1921; B.S., in Ed., Ohio State University, 1924; M.A., Ohio State University, 1925; Student University of Marburg, Germany, winter term, 1931-1932; Student, Columbia University, 1932-1933; State Teachers College, Troy, Ala., 1936—

Fourth Grade Critic Teacher to be supplied

MATTHEW DOWNER PACE, B.S., C.E., LL.D.
Mathematics
B.S., Alabama Polytechnic Institute, 1889; C.E., Alabama Polytechnic Institute, 1890; graduate student Peabody College, 1924; LL.D., University of Alabama, 1928; State Teachers College, Troy, 1891—; President, State Teachers College, Troy, 1936-1937.

RUBEN L, PARSON, B.E., M.A.
Geography
B.E., State Teachers College, Moorhead, Minn., 1932; M.A. in Geography, Clark University, 1934; Further residence and field work toward the doctorate, Clark University, 1934-39; Geographic Consultant and Soil Surveyor with T.V.A. Soil Conservation Service (Ohio); State Planning Commission (Miss.), etc., 1934-39; State Teachers College, Troy, 1939—

DON S. PATTERSON, A.B., A.M.
Director Laboratory Training School
Western Washington College of Education, Bellingham, Washington, 1927; A.B., Washington State College, Pullman, Washington, 1930; A.M., Colorado State College of Education, 1936; Professional Diploma, Teachers College, Columbia University, New York; State Teachers College, Troy, 1940—

RICHARD CONNELLEY PECK, B.A., M.A.
English
B.A., Park College, 1935; M.A., George Peabody College for Teachers, 1936; Graduate Study, George Peabody College for Teachers; State Teachers College, Troy, 1940—

LAWRENCE L. PETERSON, B.E.
Music
B.E., State Teachers College, Moorhead, Minnesota, 1935; Graduate student State Teachers College, Morehead, Minnesota, 1935-36; Concordia College Conservatory of Music, Fargo, N. D., 1936-37; University of Southern California Summer Sessions, 1938-39; State Teachers College, Troy, 1939—

OLIVIA KIRBY RAINER, B.A.
Assistant in Music
B.A., Western Kentucky State Teachers College, 1928; Graduate Student, New York University, 1930; Troy State Teachers College, 1928-29; Voice (private), 1932—; Glee Club Director, 1936—; Assistant in Music (part-time supply) 1938—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of N. C., 1930-31; State Teachers College, Troy, 1919—

MYRA SEGARS, B.Ph., B.S., M.A.
English and Mathematics
B.Ph., Troy Normal College, 1900; B.S., Teachers College, Columbia University, 1923; M.A., Columbia University, 1929; State Teachers College, Troy, 1915—

GEORGE FRANKLIN STOVER, B.A., M.S.
Secondary Education
B.A., Susquehanna University, 1927; M.S., Pennsylvania State College, 1931; Additional year graduate study Pennsylvania State College, 1932-33; Graduate study Teachers College, Columbia University, 1938-39; State Teachers College, Troy, 1939—

LOUISE HOUCK WISER, A.B., B.S.L.S.
Assistant Librarian
A.B., Florida State College for Women, 1932; B.S. in L.S., George Peabody College, 1940; State Teachers College, Troy, 1940.

STANDING COMMITTEES OF THE FACULTY, 1940-1941

ADMISSIONS, CLASSIFICATION AND CREDITS: Dr. Ervin, Chairman; Miss Segars, Mrs. Sawtell, Mrs. Bynum, Dr. Kilpatrick, Dr. Pace.

DISCIPLINE: Mr. Sartain, Chairman; Mr. Choate, Miss Garrett, Mr. Parson, and two students.

SCHEDULES: Dr. Hammer, Chairman; Mr. Parson, Miss Garrett, Mr. Patterson.

BUILDINGS AND GROUNDS: Mr. C. A. Farmer, Chairman; Mr. Parker, Miss Stroud, Miss Forrester, Mr. Parson.

ATHLETICS: Mr. Parker, Chairman; Mr. Choate, Mr. C. A. Farmer, Miss Forrester.

COLLEGE PUBLICATIONS: Dr. Calcott, Chairman; Mr. Peck, Dr. Farmer, Dr. Ervin.

ALUMNI RECORDS: Mrs. Bynum, Chairman; Mrs. Sawtell, Mrs. Eagan.

STUDENT AFFAIRS COMMITTEE: Mr. Parker, Chairman; Miss Garrett, Mr. Sartain, Mr. Choate, Miss Forrester, Mrs. Wiser, Mr. Peterson.

HEALTH: Mr. C. A. Farmer, Chairman; Dr. Colley, Miss Forrester, Miss Roberts.

INTERIOR DECORATION: Miss Ballard, Chairman; Mr. C. A. Farmer, Mrs. Bynum.

COMMITTEE ON INSTRUCTION: Dr. Hammer, Chairman; Dr. Ervin, Mr. Peck, Miss Cates, Miss Garrett, Mr. Stover, Mr. Patterson.

ANNUAL ALUMNI LUNCHEON AT STATE MEETING OF A.E.A.: Mr. Parker, Chairman; Miss Forrester, Mr. Sartain, Miss Garrett.

COMMENCEMENT PROGRAM: Mr. Peck, Chairman; Mr. Parker, Mr. Patterson, Mrs. Beverly, Miss Stroud.

GUIDANCE AND PERSONNEL: Dr. Hammer, Chairman; Miss Garrett, Vice-Chairman; Dr. Ervin, Mr. Patterson, Mr. Sartain, Miss Forrester, Miss Stroud, Dr. Pace.

PLACEMENT: Dr. Ervin, Chairman; Mr. Patterson, Vice-Chairman; Miss McCarthy, Mr. Howze, Miss Hamil, Mr. Choate.

ANNUAL HOME-COMING: Mr. Sartain, Chairman; Miss Segars, Miss Hamil, Dr. C. M. Farmer.

The President of the College ex-officio member of all Committees.

ORGANIZATION FOR PARTICIPATION IN PROFESSIONAL STUDY PROGRAM

TROY STATE TEACHERS COLLEGE

Troy, Alabama

The following is a tentative committee organization of the faculty for participation in a professional study program, most of which will be in cooperation with the Commission on Teacher Education in its five-year program of study and investigation. At the suggestion of the faculty, these committees have been set up largely on the basis of THE REPORT OF THE COMMITTEE ON PLANS FOR THE COOPERATIVE STUDY OF TEACHER EDUCATION which came out of the Bennington Conference, Bennington, Vermont, August 21-September 1, 1939.

No. 1. COMMITTEE ON SELECTION, GUIDANCE AND PLACEMENT OF TEACHER PERSONNEL:

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Miss Boyce Garrett, Vice-Chairman
Mr. A. S. Sartain, Second Vice-Chairman
Mr. Don S. Patterson

Consultants to the Committee:

Miss Laurenson Forrester
Dr. M. D. Pace
Miss Pearl Stroud
Mr. A. E. Choate

No. 2. COMMITTEE ON CURRICULUM AND INSTRUCTION:

Dr. I. A. Hammer, Chairman
Dr. C. M. Farmer
Mr. R. C. Peck

Consultants to the Committee:

Mr. A. S. Sartain
Dr. Emmett Kilpatrick
Dr. R. H. Ervin
Mr. L. L. Peterson
Mr. Ruben L. Parson

No. 3. COMMITTEE ON CHILD GROWTH AND DEVELOPMENT:

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Mr. C. A. Farmer
Miss Lorraine Roberts
Miss Foy Ingram

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Dr. Jas. O. Colley
Dr. C. M. Farmer
Public School Workers
Social Service Agencies

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Mr. R. C. Peck
Mr. T. M. Howze
Dr. Emmett Kilpatrick
Consultants to the Committee:
Dr. I. A. Hammer
Dr. Emily S. Calcott
Miss Martha Jane Ballard
Mr. L. L. Peterson
Miss Thelma Cates

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Miss Florence Lee
Mr. L. L. Peterson
Dr. Emily S. Calcott
Miss Mary McCarthy
Mrs. Mary E. Bynum
Consultants to the Committee:
Mrs. George Rainer
Public School Workers

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Dr. I. A. Hammer
Dr. R. H. Ervin

The President is an *ex officio* member of all committees.

GENERAL INFORMATION

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has a sewerage system, paved streets, and the conveniences found in a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The various social, church and school organizations furnish frequent wholesome and instructive entertainment, and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are four college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, and the new Health and Physical Education building.

Kilby Hall is a one story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beauti-

ful open court which encloses four large pecan trees and in which is a concrete stage for open air entertainments.

Bibb Graves Hall, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the Colonial style of architecture; and, for the present, it houses not only the classrooms, but the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

Shackelford Hall is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary, and for the present the heating plant is located in the basement of this building. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through it—an ideal retreat for the girls who reside on the campus. This building is named in honor of President Shackelford, who has devoted his life to the service of the institution.

Edgar M. Wright Hall. A new Health and Physical Education Building, equipped for basketball and other sports, has just been completed. The building is a handsome, two-story structure of colonial architectural style. Cemented tennis courts and landscaped gardens add to the attractiveness of the outside of the building.

The Swimming Pool. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

THE LIBRARY

THELMA K. CATES, Librarian
LOUISE HOUCK WISER, Assistant Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program

of the institution. This work is supplemented by instruction in the use of the materials in the library and reading rooms of the elementary Training School housed in Kilby Hall.

In response to the pressing demands of curriculum construction work on both the college and elementary school levels and in keeping with the demands occasioned by the increased tempo of educational progress, many important additions have been made in every department of the Library in recent months. The book collection now numbers about 18,000 volumes, exclusive of public documents; and the periodical list includes 150 magazines valuable in the cultural and professional development of the college community. The library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms, the physical aspect of which has been recently improved by the addition of new equipment.

THE INFIRMARY

JAMES O. COLLEY, Jr., M.D., Physician
LORRAINE ROBERTS, College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the college physician, and it is equipped with modern hospital furnishings. Students are well cared for in every particular.

THE COLLEGE SUPPLY STORE

ETHEL EAGAN, Manager

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold. The Store is a recreation center in after-school hours where students gather for refreshment and for a good social time.

CAMPUS ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at Troy through organized campus activities. Students are encouraged to par-

ticipate actively in those which will promote his own personal growth and development, and which help him to make his contribution to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus. The purpose statement of this organization, revised by a committee in 1938, reads as follows:

> Article II
>
> The purpose of this organization shall be to provide opportunities for the practice of good citizenship and democracy; to promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.

The officers for 1941-42 are:

President ..... Jessie Kirk
Vice-President ..... William Clipson
Secretary-Treasurer ..... Jane White

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

THE TROPOLITAN

The Tropolitan is the college newspaper and is issued twice a month by a staff of students under the guidance of a faculty adviser.

PI KAPPA OMEGA

Pi Kappa Omega is a local honor society which was organized in 1936 for the purpose of recognizing and en-

couraging superior scholastic achievement and leadership, and to develop high professional standards in the teaching profession.

ALPHA PSI OMEGA

Eta Sigma Chapter of Alpha Psi Omega, national honorary dramatic fraternity, was installed in 1939. It seeks to recognize and stimulate excellence in the field of dramatic production.

DRAMATIC CLUB

Membership in the Dramatic Club is open to any student who is interested in the study, writing, and production of plays, and who has some talent in that field.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

THE BAND

A thirty piece Band was organized in the fall of 1939, the College providing a number of instruments. Membership is open to those who have had band experience, or who show promise of developing proficiency in some instrument.

DRUM MAJORETTES

The Drum Majorettes, organized as an auxiliary of the Band, made its debut at the Homecoming football game in 1939. Application for membership should be made to the Director of Music.

MALE OCTET

This group, organized in 1939, has already given many public concerts and several radio broadcasts. Member-

ship depends upon vocal excellence. Vacancies are filled by the Director of Music.

INTERNATIONAL RELATIONS CLUB

The International Relations Club is for the purpose of stimulating intelligent interest in international affairs. Membership is open to students with good standing in the Department of History and Social Science.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, etc. The "Troy" W. A. A. is a member of the National Athletic Association.

"T" CLUB

Men who have earned a letter in football and baseball are eligible for membership in this organization.

SEER CLUB

The Seer Club was organized in 1939 for the purpose of providing social, educational, economic, and recreational opportunities for men students employed on the Resident Work Project. Membership is upon invitation from this group.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

WESLEY FOUNDATION

The Methodist students carry on their denominational work and study program through weekly meetings on the campus and in cooperation with the local Methodist Church.

SORORITIES

There are four local sororities on the campus which are open to new members upon invitation. They are:

Chi Delta
Pi Kappa Delta
Sigma Kappa Pi
Zeta Beta Phi

PAN-HELLENIC COUNCIL

The Pan-Hellenic Council, which is composed of two representatives from each of the four sororities, serves as the coordinating agency for standards and activities of the four sororities.

CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality. Included on this program during the past two years were:

Kryl Symphony Orchestra: Concert
Mary Fabian: Opera concert.
Ted Shawn Dancers: O Libertad
American Repertory Theatre Group: The Queen's Husband
Jitney Players: End of Summer

Ben Ames, Foreign press correspondent: What's to Stop Hitler?
Dr. Elmer Ekblaw: Life With the Eskimos.

To encourage and develop student talent, the College sponsors, as a part of the public entertainment program, plays by the Dramatic Club. Outstanding among these were productions of "The Importance of Being Earnest," "She Stoops to Conquer", "The Dover Road" and several one-act plays.

As a further evidence of faith in student-faculty talent, the Committee sponsored a pageant involving more than four hundred persons as a climax to the 1939-40 program.

Speakers representing many fields of interest and knowledge are presented on the weekly Assembly programs.

SELF-HELP

There are a few self-help places offered to exceptional students who cannot attend college without aid. For further information address the President.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be the most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky, or President C. B. Smith, Troy, Alabama, for full information. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs. Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Loan funds have been established by friends in memory of Professor F. J. Cowart; by friends in memory of Dr. E. M. Wright; by the Birmingham News; by the

Geographic Study Club; and by the "A" Club. The first three are administered by Dr. C. M. Farmer; the fourth by the President of the Geographic Study Club; and the last by the Director of Physical Education for Women —all of Troy.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to fit teachers to positions.

As no fee is charged for this service, those seeking the assistance of this committee should always enclose stamps for reply.

THE ALUMNI ASSOCIATION

An active organization of the Alumni Association includes about 2,500 members from our graduates of the two-year and four-year courses. Several classes have established scholarships and others have made contributions to the equipment of the College.

ENTRANCE REQUIREMENTS

1. **Admission by Certificate.** An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. **Admission by Certificate and Examination.** An applicant from an unaccredited high school who presents a

satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. **Admission by Examination.** An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. **Admission as Special Students.** Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. **Admission with Advanced Standing.** Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for

that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with fifty-one hours of credit are classified as sophomores: those with 105 hours are classified as juniors; and those with 153 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load. The normal load is eighteen hours per quarter for freshmen and sophomores, sixteen hours for juniors and seniors.

A student withdrawing is entitled to no credit unless the dean has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter is a period of twelve weeks. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of prepa-

ration for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including: drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree from a state teachers college must satisfy the following conditions:

1. No student will be permitted to graduate with less than three-quarters of full time residence work, one of which must be the quarter next preceding the awarding of the degree.
2. Not more than one fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.
3. No student will be graduated who has not completed at least 90 clock hours of supervised (or directed) teaching under conditions that have been approved by the State Department of Education.
4. Candidates for graduation who are pursuing the divided curriculum must earn the following distribution of credits:

Biology	9 quarter hours
Education	30 quarter hours
Psychology	15 quarter hours
English	27 quarter hours
History	18 quarter hours
Geography	12 quarter hours
Health and Physical Ed.	15 quarter hours

Music	6 quarter hours
Art	6 quarter hours
Electives	63 quarter hours

Candidates for graduation who are pursuing the continuous curriculum must earn the following distribution of credits.

Biology	9 quarter hours
Education	21 quarter hours
Psychology	9 quarter hours
English	18 quarter hours
History	18 quarter hours
Social-Studies	9 quarter hours
Geography	15 quarter hours
Health and Physical Ed.	15 quarter hours
Music	6 quarter hours
Art	9 quarter hours
Electives	63 quarter hours

Candidates for graduation who are pursuing the secondary education course must earn the following distribution of credits for the junior and senior years over and above 96 hours of acceptable work in the freshman and sophomore years.

Education	42 quarter hours
Major area	54 quarter hours

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D for freshmen and sophomores, and C for juniors and seniors.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

TEACHERS' CERTIFICATES

The courses of study described in this catalogue have been approved by the State Board of Education for the preparation of the elementary and secondary teachers of the schools of Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below:

A class C elementary professional certificate may be issued to a person who has completed the first three years of the divided curriculum of an Alabama state teachers college.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A class B elementary professional certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of elementary teachers from an Alabama state teachers college.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades, as conditions may require.

A class B secondary professional certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of sec-

ondary teachers from an Alabama state teachers college. This certificate will be issued to persons who graduate in this curriculum in the spring of 1942 and thereafter.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach the subjects named on its face, and other high school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

DEPARTMENT OF FIELD SERVICE

DR. IRWIN A. HAMMER, Director

The Department of Field Service of Troy State Teachers College is offering two types of educational service to the teachers of Alabama. First, the usual academic offerings as described in the Catalogue are being made available to all teachers who desire college credit by extension courses.

Second, field service courses are offered in connection with county-wide programs for the improvement of in-instruction. This service is being emphasized in an effort to promote the State Program of Curriculum Study and Development.

Credit for this work is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

THE COLLEGE TRAINING SCHOOL

DON S. PATTERSON, Director

The College Elementary School is our laboratory school for the teachers of Alabama. This laboratory school for elementary teachers accepts a large responsibility to Alabama children and to the teacher training program growing out of the important curriculum revision movement now in progress. We are meeting this responsibility by making a more intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children has been enriched by providing special work in music, art, and physical education with the assistance of college instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The art work has been greatly enriched. The children use many mediums of expression. The physical education work is placing more emphasis on the natural development of children. The work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

EXPENSES

Board in Dormitories—$60.75 per quarter, or $20.25 per month, payable in advance.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$3.00 per quarter. This fee is paid by all students at the beginning of the quarter, and is not subject to refund.

Deficiency Examination Fee. A fee of $1.00 is charged for each deficiency examination.

Laboratory Fees—Laboratory fees are described under "Courses of Instruction."

Diploma Fee—All degree graduates pay a fee of $10.00.

Out of State Fee—Students residing in other states must either sign an obligation to teach two years in Alabama or pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property.

BOARDING FOR WOMEN

The State Teachers College is provided with a well equipped, modern dormitory for women, and the rates for accommodations are as follows:

For one quarter of three months, see Expenses. This includes room, heat, lighs, and table board. Irons for use in the dormitory must be furnished by the student. A deposit of 50 cents is required for room key, and it is refunded when the key is returned to the dormitory office.

Students withdrawing for unavoidable reasons have the unused part of the board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund the following rates are charged for board: For a month, $20.25; for a single room without roommate, $24.25; for less than a month and more than a week, $6.00 a week; for less than a week, $1.25 per day. No deductions are allowed for absence of a shorter time than two weeks, and then the absence must be for providential cause. Students entering late but receiving credit for a full quarter's work must pay the entire quarter's expenses.

No room is reserved until the reservation fee of $1.00 has been paid to the Treasurer of the College. This $1.00 is credited upon the first month's board.

All boarding students, whether in town or in the dormitories, are subject to the same general regulations, and no student is permitted to board where these regulations are not adopted and maintained as the law of the house.

Students should furnish for room use a cover for couch bed, two pillow cases, four sheets, blankets or comforts, clothes bag, and six towels. All bedding should be for single beds. For dining room use, students are required to supply six napkins. All linens should be plainly marked with the student's name.

BOARDING FOR MEN

In the residences of Troy, men students find boarding and rooming accommodations suited to their varying needs, tastes and purses.

All rooming and boarding places patronized by students are under the supervision of the college authorities.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges of Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusement is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Board should be engaged as early as possible. Reservations for board in Shackelford Hall should be made by sending $1.00 to Mrs. Lula O. Powers, Secretary of the College.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

THE CURRICULUM

The teachers college curriculum program in Alabama is an outgrowth of the Alabama curriculum revision program for the elementary and secondary schools which was begun in the fall of 1935. The revised curriculum in teacher education will be initiated gradually. It was inaugurated in the state teachers colleges of Alabama in the fall of 1940 with the entering freshman class. The

old curricula will be continued for students of junior, and senior classifications as of 1940-41, with certain modifications in accordance with the requirements of the revised curriculum for those juniors and seniors who are admitted to specialization in the secondary field. It is expected that after September 1, 1945, all candidates for graduation and state certification will qualify in accordance with the requirements of the ciurriculum initiated in 1940-41.

There is no differentiation in the program on the basis of the elementary field and the secondary field during the first two years. In these years the general education of the student as a person and as a citizen is emphasized, but the program is also directed toward his professional goal as a prospective teacher. The selection of the area of specialization in teaching is made at or near the end of the second year. In the junior and senior years there are certain differentiations in the programs of students preparing for the elementary and secondary areas, and certain differentiations according to specialization within the secondary area.

The program includes five related bodies of experience.

General Education Core
Special Needs and Interests
Campus Living
Professional Education
Areas of Specialization and Contributing Courses

GENERAL EDUCATION CORE

The term, General Education Core, (for freshmen and sophomores) is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

SPECIAL NEEDS AND INTERESTS

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading is made. A program will then be planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in those activities of their special interest that will contribute to their total development, e. g., chorus, band, ensemble, orchestra, plastic and graphic arts, school paper, drama, dance, sports, etc.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

Freshman and Sophomore

Science	
Geography	Literature
History	Mathematics
Art	Foreign Language
Music	Physical Education

Each student is expected to register for not more than nine hours of special interest work per year. When a student carries a heavy load of "special need" work, he should not take a normal load of course work.

Written and Oral English. All freshmen students carry this basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in the test in mathematics given at the time of admission must be met before entering this course.

Physical Education. All students carry some form of physical education activity at all times unless in the opinion of the physical education instructors and the physician it is better for a student to refrain from such activity for a period of time. Physical education activities are selected according to the needs and interests of the student upon the advice of the physical education instructors from among the activities offered.

CAMPUS LIVING

Campus living is considered an integral part of the student's general education and constitutes laboratory experience for the comprehensive education courses. The student's care of his room, clothes, and personal belongings; his budgeting and use of time and money; and his participation in social life and responsibility are all important areas of living in which it is expected that the student will maintain high standards. Standards attained by the student in these areas will be an important factor in the evaluation of his work in the appropriate comprehensive courses of the General Education Core.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years, but certain experiences with children, visits to social agencies, and participation in community activities provide a background for the student's later professional work.

The professional work includes a study of human development, social and philosophic foundations of education, directed observation and participation in learning situations, and experiences in recognizing and using materials for instruction and in evaluating outcomes.

AREAS OF SPECIALIZATION AND CONTRIBUTING COURSES

For the Elementary Teacher

The elementary teacher should select, with guidance, from contributing and special interest areas, courses in the social studies, the natural sciences, the arts and such other fields suited to the needs of the elementary teacher.

For the Secondary Teacher

The areas of specialization aim to prepare the high school teacher:

1. To participate in core curriculum programs.

2. To teach the subjects in the area of his specialization.

3. To direct one or more student activities.

The areas of specialization are:

1. English—Social Studies

The content of the area will include a desirable balance among the following: Speech, writing, literature, history, government, economics, sociology, geography as they contribute to the understanding and solution of significant problems.

The purposes of this area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum work of the school.

(2) To enable the teacher to conduct the special interest work, and work in skills and techniques that fall within the broad area of English and Social Studies.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in English and as much as 36

hours in Social Studies or vice versa. The maximum that may be carried in a contributing area in the third and fourth years is 18 hours.

2. Science-Mathematics

The content of this area will include a desirable balance among biology, chemistry, physics, geology, astronomy and mathematics as they contribute the understanding and solution of significant problems.

The purposes of this area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum.

(2) To enable the teacher to conduct the special interest work that falls within the broad area of science and mathematics.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

COURSE SUMMARY WITH CREDIT EVALUATION

Freshman Year

General Education Core:	Credit hours
Bio-Social Development of the Individual	24
Human Biology, Health and Physical Education, General Psychology, Problems of Modern Society	
The Arts in Individual Development	12
Literature, including drama, Music and Rhythms, Plastic, Industrial, Graphic and Home Arts	
Service Course in English	9
Special Interest Course	9
Total	54

Sophomore Year

General Education Core:	
Man and his Physical Environment	12
Physical Sciences and Geography	
Regional and National Socio-Economic Problems	15
Social Studies, Geography, and Social Psychology	
The Arts in Contemporary Society	12
Literature, including drama; Music and Rhythms, Plastic, Industrial, Graphic, and Home Arts	
Applied Mathematics	3
Physical and Health Education	3
Special Interest Course	9
Total	54

Junior Year (Elementary)*

Professional Core:	
331-32-33	9
371-72-73	15
Contributing Courses	15
Special Interest Course	9
Physical Education Activities (Required without credit)	
Total	48

Senior Year (Elementary)*

	Credit hours
Professional Core:	
431-32-33	9
471-72-73	9-15
Contributing Courses	15-21
Special Interest Course	9
Physical Education Activities (Required without credit)	
Total	48

*Junior and Senior years of new elementary curriculum not offered 1941-1942.)

Junior Year (Secondary)

Professional Core:	
331-32-33	9
381-82-83	9
Area of Specialization and Contributing Courses	30
Physical Education Activities (Required without credit)	
Total	48

Senior Year (Secondary)

Professional Core:	
431-32-33	9
481-82-83	15
Area of Specialization and Contributing Courses	24
Physical Education Activities (Required without credit)	
Total	48

COURSES OF INSTRUCTION

FOUR-YEAR DIVIDED CURRICULUM FOR THE TRAINING OF ELEMENTARY TEACHERS

FRESHMAN YEAR

Old curriculum has been discontinued for freshmen and sophomores.

DIVIDED CURRICULUM
JUNIOR YEAR

First Quarter			Credit Hours
Eng.	301	Romantic Poetry	3
Hist.	301	English History	3
Psychol.	311	Advanced Ed. Psychol.	3
P. E.	301	Field Hockey or Speed Ball	1
Electives:		(Two required)	6
Math.	301	College Algebra	
Fr.	301	Elementary French	
Sci.	301	Field Zoology	
Arts	301	Industrial Arts	
			16

Second Quarter			Credit Hours
Eng.	302	Victorian Poetry	3
Hist.	302	English History	3
Ed.	302	History of Education	3
P. E.	302	Folk Dancing	1
Electives:		(Two required)	6
Math.	302	College Algebra	
Fr.	302	Elementary French	
Sci.	302	Physiology	
Arts	302	Industrial Arts	
			16

Third Quarter			Credit Hours
Eng.	303	Contemporary Poetry	3
Hist.	303	English History	3
Ed.	303	Principles of Teaching	3
P. E.	303	Rec. Leadership	1
Electives:		(Two required)	6
Math.	303	Trigonometry	
Fr.	303	Elementary French	
Sci.	303	Field Botany	
Arts	303	Industrial Arts	
			16

SENIOR YEAR

Psychol.	401	Tests and Measurements	3
P. E.	401	Stunts and Tumbling	1
Electives:			
Group I		(One required)*	3
Eng.	401	English Drama	
Hist.	401	Modern Europe	
Group II		(Three required)	9
Math.	401	Mathematical Analysis	
Fr.	401	Intermediate French	
Geog.	401	Historical Geography	
Arts	421	Practical Arts	
Arts	401	History of Art	
			16

Ed.	422	Curriculum	3
P. E.	402	Dancing (Women) or	
P. E.	402	Defense Activities	1
Electives:			
Group I		(One required)	3
Eng.	402	English Drama	
Hist.	402	Modern Europe	
Group II		(Three required)	9
Math.	402	Analytic Geometry	
Fr.	402	Intermediate French	
Geog.	402	Political Geography	
Arts	422	Practical Arts	
Arts	402	History of Art	
			16

Ed.	413	Directed Teaching	3
P. E.	403	Outing Activities	1
Electives:			
Group I		(One required)	3
Eng.	403	Advanced Composition	
Hist.	403	Recent American	
Group II		(Three required)	9
Math.	403	Analytic Geometry	
Fr.	403	Intermediate French	
Geog.	403	Conservation	
Arts	423	Practical Arts	
Arts	403	History of Art	
			16

*Candidates for the degree must present thirty-six quarter hours in either English or History.

FOUR-YEAR CONTINUOUS CURRICULUM FOR THE TRAINING OF ELEMENTARY TEACHERS

(Students taking this curriculum may not be certified until its fourth year is completed. Then a degree is conferred and a six-year certificate granted.)

This curriculum has been discontinued for freshman and sophomores.

CONTINUOUS CURRICULUM

JUNIOR YEAR

Psychol.	301	General Psychology	3
Geog.	301	Europe	3
Arts	311	Art Appreciation	3
P. E.	301A	Field Hockey or	
	301B	Speed Ball	1
Electives:			
Group I		(One required)	3
Hist.	301	English History	
Eng.	301	Romantic Poetry	
Group II		(One required)	3
Fr.	311	French Literature	
Math.	311	Calculus	
			16

Psychol.	302	Educational Psychology	3
Geog.	302	Commercial Products	3
Arts	312	Art Appreciation	3
P. E.	302	Folk Dancing	1
Electives:			
Group I		(One required)	3
Hist.	302	English History	
Eng.	302	Victorian Poetry	
Group II		(One required)	3
Fr.	312	French Literature	
Math.	312	Calculus	
			16

Psychol.	303	Child Psychology	3
Ed.	303	Principles of Teaching	3
Arts	313	History of Art	3
P. E.	303	Rec. Leadership	1
Electives:			
Group I		(One required)	3
Hist.	303	English History	
Eng.	303	Contemporary Poetry	
Group II		(One required)	3
Fr.	313	French Literature	
Math.	313	Calculus	
			16

SENIOR YEAR

Ed.	401	Teaching of Reading	3
Ed.	411	School Management	3
Arts	411	School Music	3
P. E.	401	Stunts and Tumbling	1
Electives:		(Two required)*	6
Eng.	401	Drama	
Hist.	401	Modern Europe	
Geog.	401	Historical Geography	
			16

Ed.	402	Elementary Methods	3
Ed.	412	Directed Teaching	3
Arts	412	School Music	3
P. E.	402A	Natural Dancing or	
	402B	Defense Activities	1
Electives:		(Two required)	6
Eng.	402	Drama	
Hist.	402	Modern Europe	
Geog.	402	Political Geography	
			16

Ed.	403	Elementary Methods	3
Ed.	413	Directed Teaching	3
P. E.	413	Personal Hygiene	3
P. E.	403	Outing Activities	1
Electives:		(Two required)	6
Eng.	403	Advanced Composition	
Hist.	403	Recent American	
Geog.	403	Conservation	
			16

*Candidates for the degree must present thirty-six quarter hours in either English or History.

COURSES OF INSTRUCTION

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. **Bio-Social Development of the Individual.** Twenty-four hours credit. Required of all freshmen except by special permission. Continuous through the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to death; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of resolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. **The Arts in Individual Development.** Twelve hours credit. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of literature; the plastic, graphic, and home arts; and

music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to further the cultural and recreational life of the college campus and surrounding community. Emphasis is placed upon the understanding of the relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. **Man and His Natural Environment.** Twelve hours credit required of sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of Biology, Anthropology, Geology, Climatology, Pedology, Hydrology, and Ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. **Regional and National Socio-Economic Problems.** Fifteen hours credit. Required of sophomores except with permission. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon institutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in

all phases of his activity—regional, national, international—will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. **The Arts in Contemporary Society.** Twelve hours credit. Required of sophomores except with permission. Continuous through the year.

DEPARTMENT OF EDUCATION

DR. HAMMER MR. STOVER MR. PATTERSON

302. **History of Education.** Three hours credit. Three class periods a week. Required of juniors taking the divided curriculum. This course is designed to trace the development of the American public school and changes in educational ideas, and to evaluate the influence of social forces upon the trend of modern education.

303. **Principles of Teaching.** Three hours credit. Three class periods a week. Required of juniors taking the divided curriculum. This is a course dealing with the relationship between educational objectives and social trends. It seeks to clarify the philosophy that should dominate in the schools of a democracy. Activities both within and without the classroom are discussed to discover acceptable modes of procedure.

401. **The Teaching of Reading.** Three hours credit. Three class periods a week. Required of seniors taking the continuous curriculum. This course is planned to enable students to understand and to apply the psychology of learning in the teaching of reading, to discover needs, to emphasize diagnostic and remedial work, to set up attainable goals, to acquaint the student with ways and means of establishing desirable reading habits, to inspire a permanent interest in reading, and to measure reading progress.

402. **Special Elementary Methods.** Three hours credit. Three class periods a week. Required of seniors taking the continuous curriculum. This course is designed to

acquaint the student with the integrated program in the social studies. Consideration will be given to current curriculum trends in the social studies, together with the philosophy underlying such a program. Large units of study based on areas of living will be analyzed and evaluated.

403. **Special Elementary Methods.** Three hours credit. Three class periods a week. Required of seniors taking the continuous curriculum. This course is designed to give the student fundamental experiences and techniques in the fields of arithmetic and the language arts. Emphasis will be placed on recent investigations and trends in these fields.

411. **School Management.** Three hours credit. Three class periods a week. Required of seniors taking the continuous curriculum. This course purposes to help the student discover the relationship between classroom organization and control, and to understand the relationship between the school and the community and other educative forces that cooperate with the school.

412. **Directed Teaching**. Three hours credit. Five class periods a week. Required of seniors in the continuous curriculum. Prerequisite: senior standing. This course is designed to give students experience in classroom instruction carried on under the supervision of trained teachers, Opportunity is provided to put into practice the principles of teaching and the theories of education which have been previously presented and discussed in courses in education.

413. **Directed Teaching.** Three hours credit. Five class periods a week. Required of seniors taking the continuous curriculum. Prerequisite: Education 412. This course is a continuation of Education 412.

422. **The Elementary Curriculum.** Three hours credit. Three class periods a week. Required of seniors taking the divided curriculum. Prerequisite: junior standing. This course is concerned with the problems of curriculum development as they relate to the improvement of instruction in the elementary schools of Alabama. Special emphasis is placed on problems encountered in organizing and carrying forward curriculum improvement in the field.

331, 332, 333. **Community and Regional Backgrounds of Child Development.** Continuous through the year. Three hours credit each quarter. Required of all juniors. On the foundation of the study of the bio-social development of the individual and of social and economic problems made in the General Education Core of the first two years, intensive study is now made of the behavior of children and youth as it is affected by community and regional conditions. Problems of each age of childhood are studied with reference to their particular characteristics and needs in typical urban and rural community situations. The resources available for meeting the needs of children and youth and the expansion and better use of these resources are studied through contacts with all available agencies concerned with the welfare of children and youth. Particular emphasis is given to the needs of the rural child and youth, the relation of agriculture, housing, and recreational conditions to their well-being; and practical ways in which the school can cooperate with county, home demonstration, and other agencies in the interest of their development. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of child development, special study is made by the student specializing in the elementary area of the elementary school child, and the student specializing in secondary education emphasizes the study of the secondary school pupil. Materials from the fields of psychology, sociology, agriculture, home economics, and education are utilized.

381, 382, 383. **Secondary Education Seminar and Student Teaching for Juniors.** Nine hours credit.

The secondary education seminar may extend through the three quarters of the junior year or may be concentrated in one or two quarters. It includes:

1. Study of the American secondary school, its historical development, objectives and program, organization and administration, and present problems and issues with special emphasis on those of Alabama.

2. Study of the present problems of youth in the United States and in Alabama; appraisal of the work of various local state, and federal agencies in meeting the needs of youth; and consideration of the responsibility of the public school in meeting the youth situation with particular reference to the extension of secondary school activities to include out-of-school youth and adults.

3. Study of secondary school curriculum and methods with particular reference to the needs of Alabama; the critical examination of various core experiments; plans for extra-curricular activities, guidance, evaluation, records and reports, home room activities.

4. Observation and participation over a wide range of activities with observation concerned with the whole secondary school in its community setting, and classroom teaching centered in core curriculum work.

431, 432, 433. **Social and Philosophic Foundations of Education.** Nine hours credit. Required of seniors.

This is a culminating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. Special study is made of the American elementary school, its historic development, its objectives and program, its organization and administration, and present problems in the United States and Alabama.

481, 482, 483. **Secondary Education Seminar and Student Teaching Practicum.** Fifteen hours credit. Required of seniors in secondary education.

The seminar is so conducted as to provide opportunity for the formation of divisional seminars in the major areas of specialization. The divisional seminars are concerned with the practical problem of utilizing the subject matter of the several areas of specialization in meeting the objectives of the school. The content of each seminar includes such topics as the following: purposes of the major area in secondary education, organ-

ization of subject matter in terms of purposes, materials and methods of instruction, contribution of the area to the core curriculum; contribution of the area to other areas in the school, evaluation of results.

As in the junior year, emphasis in observation is placed upon the whole secondary school in its entire community setting, and participation includes a wide range of activities. Classroom teaching is centered largely in the high school subjects represented by the area of specialization with ample opportunity to work in the core curriculum.

DEPARTMENT OF ENGLISH

MR. PECK MISS SEGARS

DR. CALCOTT

111, 112, 113. **Written and Oral English.** Three credit hours each quarter. Required of all freshmen students. Credit in this course will be withheld until a certain competency in both written and spoken English has been achieved. This course includes the study of literature and communication, especially as they relate to the work done in the core courses.

221, 222, 223. **American Literature.** Three credit hours each quarter. Elective for all sophomores. This course is an introduction to American literature, both poetry and prose.

211, 212, 213. **English Literature.** Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature, both poetry and prose. (Not offered in 1941-1942.)

203. **Children's Literature.** Three credit hours. The purposes of this course are to familiarize the student with a wide variety of literature suitable for children in the elementary grades, to establish some bases for the selection of literature for children, and to develop in the student an appreciation of the value and importance of literature in the training of children.

241, 242, 243. **World Literature.** Nine hours credit. Elective for sophomores and juniors. This course is an

introduction to world literature. It will not be offered in 1941-1942.

301. **Romantic Poetry.** Three hours credit. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelly, and Keats, and to study several of the major poems of these writers and the period which produced them.

302. **Victorian Poetry.** Three hours credit. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne, and to study selected major poems by these writers and the period which produced them.

303. **Contemporary Poetry.** Three hours credit. Three class periods a week. The purposes of this course are: to offer extensive reading in the poetry of the leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject mater and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

401-402. English Drama. Six hours credit. Three class periods a week for two quarters. Elective for Juniors and seniors. This is a study of English drama from its beginning.

403. **Advanced Composition.** Three hours credit. Three class periods a week. Elective for juniors and seniors. This course consists of practice in writing based upon the study of current questions as discussed in the better class of magazines and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

DEPARTMENT OF FRENCH
DR. KILPATRICK

101. **Elementary French.** Three hours credit. Three class periods a week. Elective for freshmen. For stu-

dents who enter without French or with one year of high school French. The purpose of this course is to establish the ability to read and understand French. Direct method is used.

102. **Elementary French.** Three hours credit. Three class periods a week. Elective for freshmen. Presequisite: French 101 or the equivalent. This course is a continuation of French 101.

103. **Elementary French**. Three hours credit. Three class periods a week. Elective for freshmen. Prerequisite: French 102 or the equivalent. This course is a continuation of French 102.

201. **Intermediate French.** Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: one year of college French or the equivalent. The purposes of this course are to develop fluency and accuracy and to read works from the more important authors.

202. **Intermediate French.** Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 201 or the equivalent. This course is a continuation of French 201.

203. **Intermediate French.** Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 202 or the equivalent. This course is a continuation of French 202.

311. **Advanced French.** Three hours credit. Three class periods a week. Elective for juniors taking the continuous curriculum. Prerequisite: two years of college French or the equivalent. This course consists of: advanced grammar and practice in using idiomatic French; dictation in French; conversation based on materials read; reading histories, plays, novels, and short stories; dramatization.

312. **Advanced French.** Three hours credit. Three class periods a week. Elective for juniors taking the continuous curriculum. Prerequisite: French 311 or the equivalent. This course is a continuation of French 311.

313. **Advanced French.** Three hours credit. Three class periods a week. Elective for juniors taking the

continuous curriculum. Prerequisite: French 312 or the equivalent. This course is a continuation of French 312.

441, 442, 443. **French Literature.** Nine hours credit. Continuous through the year. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people by means of literature.

DEPARTMENT OF GEOGRAPHY

MR. PARSON DR. KILPATRICK

141, 142, 143. **Western Hemisphere.** Special interest course for freshmen and sophomores. Three credit hours per term. Excursions and field projects to strengthen classroom work with observation and practical application. The course purposes (1) an understanding of man's adaptation to his environment—physical, social, economic, and (2) a knowledge of Western Hemisphere regions as factors in hemispheric cooperation.

241, 242, 243. **Eastern Hemisphere.** Special interest coures for sophomores. Three credit hours per term. This course surveys the regional geography of Asia, Europe, Africa, Australia, and Oceania, with particular emphasis upon American commercial interests and world relations.

301. **Geography of Europe.** Three hours credit. Three class periods a week. Required of juniors taking the continuous curriculum. This course is a study of Europe as a whole, followed by an application of principles learned from this regional study to the various countries of Europe. A geographic basis is established for interpreting economic and social activities, in terms of factors of environment.

302. **Geography of Commercial Products.** Three credit hours. Field and library research for class discussion. This course purposes an intelligent understanding of geographic factors underlying production and distribution of world commodities, particularly raw material and foodstuffs. Critical elements in primary production, manu-

facturing and commerce are analyzed with reference to selected "staples" in world trade.

303. **Geography of the South.** Three hours credit. Three class periods a week. Elective for juniors and seniors. This course purposes an understanding of the natural attributes of the South and a clearer concept of their persistent influences upon social and economic development. This course stresses regionalism in terms of southern problems and potentialities.

331. **Climate and Man.** Three quarter hours credit. Three recitations a week. The purpose of this course is cultural, but it is especially designated as a practical course for teachers of geography, biology, history, and agriculture. It will deal with the following topics: weather and weather observations; elements of climate; climatic regions of the world; climatic plant geography; economic plant geography; world distribution of population; climatic essentials in the geography of the continents and some of the leading countries of the world.

401. **Historical Geography of the United States.** Three hours credit. Three class periods a week. Elective for all seniors. The purpose of this course is to make a study of the natural environment which has furnished the setting for the development and growth of the United States to a world power.

402. **Problems in Political Geography.** Three hours credit. Three class periods a week. Elective for all seniors. The purposes of this course are: to make a study of the past and present political patterns of the world as related to the elements of the natural environment; to make an intensive study of the basal geographic, economic, and social factors influencing the important world powers in the solution of their domestic problems and their international relations.

403. **Conservation of Natural Resources.** Three hours credit. Three class periods a week. Elective for all seniors. This course is a study of our natural resources with a view of determining ways of obtaining maximum benefit from them. The national conservation movement receives careful consideration. Alabama's resources and their conservation are emphasized.

404. **Meteorology and Climatology.** Elective for juniors and seniors. Three credit hours. Daily weather observation and forecast. This course is designed to acquaint the student with atmospheric phenomena and climatic conditions, particularly as they influence human enterprise in the United States. Emphasis is placed upon the interpretaion of weather maps and reports for practical purposes. Offered in 1942-43.

405. **Geology.** Elective for juniors and seniors. Three credit hours. This course introduces simple geologic formations and structures; reviews, briefly, destructional and constructional forces in earth formation; and summarizes the geologic history of North America. Physiography of the Gulf Coastal Plain receives special consideration. Field study is required. Offered in 1942-43.

406. **Plant Geography.** Elective for juniors and seniors. Three credit hours. Frequent, short field excursions. The course purposes an understanding of plant adaptations to climatic and edaphic conditions and a knowledge of major physiognomic types and plant regions. The value of native plants as indicators and as economic resources receives emphasis. Offered in 1942-43.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MR. FARMER MISS FORRESTER

The aim of this department is to promote a sound program of health and recreation for each student based on his or her needs and interest. Through an acquaintance with the principles of hygiene and through organized courses in physical education it is the purpose of the department to create in each individual a lasting interest in, and a desire for some form of recreational activity. Professional courses are required of those expecting to teach in order that they may be able to direct sound programs in the public schools of the state.

All students will be expected to carry one course in physical education per quarter throughout the four year period. Except for three professional courses which are

required of all students, courses may be elected by the individual but the selection must be approved by the department. Electives must meet the following requirements:

1. One course must be elected, during the four year period, from the Team Sport Group.
2. Two courses must be elected from the Individual Sport and Activity Group during the four year period.
3. One course must be taken from the Rhythmics Group during the four year period.
4. The professional courses are required of all those expecting to teach and should be taken in the junior year.
5. All other courses may be taken from any group of activities upon the approval of the department.

Regulation uniforms and shoes are required. New students should purchase these from the College Supply store.

INDIVIDUAL SPORTS AND ACTIVITIES

141. **Tennis for Men and Women.** Fall, 1 hour; Winter, 1 hour; Spring, 1 hour.

This course deals with the basic techniques, strokes, and team tactics of the game, both for the single and the double play. The game will be taught and developed through lecture, films, demonstrations, and much participation. During the year as the student develops in form and power in her play, advanced team tactics and play will be emphasized and experience will be given in tournament play. This course is continuous for inexperienced tennis players. The second or third unit may be taken up without the preceding unit provided the student who wishes to do this shows competencies equivalent to those required in the preceding units.

142. **Golf for Men and Women.** Fall, 1 hour; Winter, 1 hour; Spring, 1 hour.

Instruction will be given in a continuous unit. The basic strokes and skills will be taught. The fall quarter will

emphasize the basic skills and techniques for beginners and the succeeding quarters will emphasize work for those on the elementary level and the advanced level.

143. **Archery for Men and Women.** Spring Quarter, 1 hour.

The fundamental techniques will be taught in this course. This course can be taken very easily by those who may have physical handicaps as well as the most active persons.

146. **Remedial Physical Education for Men and Women.** Fall, 1 hour; Winter, 1 hour; Spring, 1 hour.

Required of all students each quarter who have remediable defects and health conditions which require a special program. Students who take this course do so on the recommendation of the school doctor and the physical education department.

241. **Swimming (Beginning) for Men and Women.** Summer Quarter only, 1 hour.

Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes.

242. **Swimming for Men and Women.** Summer Quarter only, 1 hour.

This course provides further instruction in strokes and emphasizes form. Simple diving will be taught. Water games will be included.

243. **Recreational Games for Men and Women.** Fall Quarter, 1 hour.

This course consists of the techniques and skills of badminton, deck tennis and tennikoit, shuffleboard, aerial dart, croquet, ping-pong. The popularity of these activities has stimulated interest in studying the game techniques.

Team Sports. One hour credit for each unit. Open to all students.

151. **Volley Ball.**

152. **Basketball.**

153. **Field Ball and Soccer.**

154. **Soft Ball.**

Strenuous team sports including volleyball, basketball, fieldball and soccer, and softball are open to students for election. Special skills and team tactics will be developed in each area. Volleyball will be offered during the fall quarter, basketball during the winter quarter, fieldball and soccer during the winter quarter, and softball during the spring quarter. Any one of these units may be taken at any time it is offered. No prerequisites required.

RHYTHMS AND DANCE GROUP

251. **Folk Dancing for Men and Women.** Fall Quarter, 1 hour.

This rhythmical course will touch the simple and more advanced forms of the folk dancing of many nations. The course is open to men and women.

252. **Country Dancing for Men and Women.** 1 hour per quarter.

This unit will emphasize the country dances of this particular section of the country. Calls will be taught with the figures and formations.

253. **Clog and Character Dancing for Men and Women.** 1 quarter hour per unit.

Simple clog and character dances will be taught. Through these the coordination of the body, rhythm, time, and accent will be improved.

254, 255, 256. **Ballroom Dancing for Men and Women.** Fall, 1 hour; Winter, 1 hour; Spring, 1 hour.

This course proposes to teach the techniques and fundamental skills involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course the more advanced steps will be taught; tango, rhumba, etc. 254 may be designated for beginners;

255 may be designated as Elementary ballroom dancing; 256 may be designated as dancing for the more advanced students. This course is open to both men and women.

257, 258, 259. **The Dance for Men and Women.** Fall, 1 hour; Winter, 1 hour; Spring, 1 hour.

257 and 258 will emphasize primarily the analysis of the rhythmic form and practice in the fundamental body movements and technique of the dance. 259 will emphasize dance composition.

213. **Personal Hygiene.** Three hours credit. Two class periods and two laboratory periods a week. Required of sophomores taking the divided curriculum. The purposes of this course are to develop habits, attitudes, and knowledge concerning health, and to provide professional preparation of teachers for teaching health.

301-A. **Field Hockey for Women.** One hour credit. Two class periods a week. Required of all juniors. This course includes practice in lead-up games, hockey fundamentals, and team play. The purpose of the course is to develop the principles and methods of organization for directing the game.

301-B. **Speed Ball for Men.** One hour credit. Two class periods a week. Required of all juniors. This course includes lead-up games of soccer and field ball types as well as practice in speed ball fundamentals and team play. The purpose of the course is to develop the principles and methods of organization for directing the game.

302. **Advanced Folk Dancing.** One hour credit. Two class periods a week. Required of all juniors. This course includes the music and dances of people of different nationalities, together with the historical and racial significance of folk dances and ceremonies. The purpose of the course is to develop in the student an appreciation of and skill in folk dances and to enable him to direct community festivals based upon them.

303. **Recreational Leadership.** One hour credit. Two class periods a week. Required of all juniors. This course includes tennis, archery, horseshoes, handball, croquet, golf, shuffleboard, deck tennis, and tether ball. The purpose of the course is to develop an appreciation of and the ability to direct these games.

341. **Community Recreation for Men and Women.** Three hours. Elective for juniors and seniors. Study will be made of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the program of the worker, integrating the administration and building good will in the community. The program will be made practical.

401-A. **Stunts, Tumbling, and Mat Work for Women.** One hour credit. Two class periods a week. Required of all seniors. The purpose of this course is to develop correct posture through practice in posture tests, exercises for general flexibility, tumbling, stunts, and pyramids.

401-B. **Stunts, Tumbling, and Mat Work for Men.** One hour credit. Two class periods a week. Required of all seniors. The purpose of this course is to develop correct posture through practice in posture tests, exercises for general flexibility, tumbling, stunts, and pyramids.

402-A. **Natural Dancing for Women.** One hour credit. Two class periods a week. Required of all seniors. The purpose of this course is to develop fundamental body control by means of practice and interpretation of music through action, and by a study of the relation of the fundamentals of the dance, art, and music.

402-B. **Self Defense Activities for Men.** One hour credit. Two class periods a week. Required of all seniors. The purpose of this course is to develop an appreciation of and skill in boxing, wrestling, and jiu-jitsu.

403. **Outing Activities.** One hour credit. Two class periods a week. Required of all seniors. This course includes scouting, hiking, camp craft, woodcraft, and first aid techniques. The purpose of the course is to develop leadership for outdoor activities.

DEPARTMENT OF HISTORY AND OTHER SOCIAL STUDIES

MR. SARTAIN MRS. BYNUM

101, 102, 103. **World History.** Elective for freshmen and sophomores. Three credit hours per quarter.

201, 202, 203. **American History.** Elective for freshmen and sophomores. Three credit hours per quarter.

301, 302, 303. **English History.** Elective for juniors and seniors. Three credit hours per quarter.

401, 402. **Modern European History.** Six credit hours. Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world.

403. **Recent American History since 1900.** Three hours credit. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible.

451, 452, 453. **Sociology.** Elective for juniors and seniors. Three credit hours per term. This course will combine both the Principles of Sociology and the Problems of Modern Society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region.

441. **Alabama History.** Three hours credit. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States.

DEPARTMENT OF MATHEMATICS

DR. PACE MISS SEGARS

101-102. **College Algebra.** Six hours credit. Three class periods a week for two quarters. Elective for freshmen and juniors. Prerequisite: Plane geometry and high

school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103. **Plane Trigonometry.** Three hours credit. Three class periods a week. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

201. **Mathematical Analysis.** Three hours credit. Three class periods a week. Elective for sophomores and seniors. The purpose of this course is to make functional the several branches of mathematics.

202-203. **Analytic Geometry.** Six hours credit. Three class periods a week for two quarters. Elective for sophomores and seniors. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into a formulae and vice versa.

231. **Applied Mathematics.** Three hours credit. Three class periods a week. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computation necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

311. **Differential Calculus.** Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. **Integral Calculus.** Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. **Advanced Calculus.** Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN

301. **General Psychology.** Three hours credit. Three class periods a week. Required of juniors taking the continuous curriculum. The purposes of this course are: to acquaint the student with the subject matter of psychology and its development as a science; to interpret to the student the fundamental laws of psychology and the terminology used in psychology; and to develop in the student the ability to criticize his own methods of study.

302. **Educational Psychology.** Three hours credit. Three class periods a week. Required of juniors taking the continuous curriculum. Prerequisite: Psychology 301. The purposes of this course are to acquaint the student with the subject matter of educational psychology, and to develop a scientific attitude toward the problem of human nature with special reference to the problems of the schoolroom.

303. **Child Psychology.** Three hours credit. Three class periods a week. Required of juniors taking the continuous curriculum. Prerequisite: Psychology 301. The purpose of this course is to study the development of the child from the prenatal period to adolescence from a point of view which will integrate the physical, nutritional, mental, social, and emotional aspects. The course will be considered in the light of present research findings in physiology, nutrition, psychology, sociology, and education.

311. **Advanced Educational Psychology.** Three hours credit. Three class periods a week. Required of juniors taking the divided curriculum. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of psychological criteria. The implications of modern systems of psychological thought for curriculum building are emphasized.

401. **Tests and Measures.** Three hours credit. Three class periods a week. Required of seniors taking the divided curriculum. The purposes of this course are: to give an appreciation of accurate measurements in education; to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in construction classroom tests.

242. **Mental Hygiene.** Three hours credit. Three class periods a week. Elective. Prerequisite: Psychology 301 or 131. The purposes of this course are: to study the dynamic processes of purposive development; to gain an insightful understanding of progressive adjustment within the individual's inner life and in his interaction with his environment both social and non-social; to promote growth in ability to guide school pupils into wholesome adjustment and out of conflict and maladjustment; and to learn how better to meet the mental health needs in our present-day changing society.

442. **Psychology of Exceptional Children.** Three hours credit. Three class periods a week. Elective. The purposes of this course are: to give a command of techniques for diagnosing mental deficiency and gifted mentality, special mental "gifts" and inferiorities, and marked deviations of psycho-physical development that require psycho-educational understanding and skill on the part of the teacher; to give guided practice in the making of functional case-studied of such exceptional children; and to promote growth in guidance ability to realize the maximum educational advancement for each exceptional school child.

443. **Social Psychology.** Three hours credit. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social interaction, social conflict, and social evolution in the large; and to promote an understanding of the causes and means of

constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which as so largely created him.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

ARTS—MISS BALLARD, MRS. BEVERLY
MUSIC—MR. PETERSON, MRS. RAINER

101, 102, 103. **Art Appreciation.** Continuous through the year. One credit each quarter. Two laboratory periods each week. Elective for freshmen. This course includes a study of arrangement and combination of line, dark and light color, and the fundamental principles through the space arts. Problems in original design are given. Art principles are observed in line examples of painting, sculpture, architecture, and industrial products. Shopping trips will be made for the evaluation of commercial products and for creating a sensitivity to the art needs and possibilities of everyday life in this region. Media utilized: pencil, crayon, water color, chalk, and other construction materials from the immediate environment.

111, 112, 123. **Applied Music.** Study and Practice in Solo and Ensemble Singing. Continuous through the year. one hour credit per quarter. Two class periods a week. It is advised that these courses be taken in sequence, but a placement examination will be given any student wishing to take the advanced courses. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these courses is to give a maximum number of students a working knowledge of the voice as applies to solo and ensemble singing, to aid each student in developing a beautiful singing voice without the expense of individual instruction, and to give students the necessary preparation for participation in vesper choir, college choir, and small vocal ensembles.

121, 122, 123. **Applied Music—Band and Orchestra Instruments.** Continuous through the year. One hour credit per quarter. Two class periods a week. Each course

is, respectively, a study of woodwind, brass, and string instruments. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these classes is to give a maximum number of students a working knowledge of band and orchestra instruments, as well as to prepare students for entrance in the college bands, orchestras, and other ensembles.

301. **Industrial Arts—Study of Foods.** Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in materials for his use and the problems of life arising from them. The course deals with the problems of food nutrition of interest and value to elementary children. It includes a study of nutrition, creating of proper attitude and food habits of young children, source of foods, and something of the work in feeding man. The material is to be integrated with other phases of the curriculum.

302. **Industrial Arts—Study of Clothing and Shelter.** Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in materials for his use and the problems arising from them. The course deals with problems of clothing and shelter of interest and value to elementary children. It includes a study of choice, care, and cost of clothing, the relation of clothing to health, the housing of the family, homes of other lands, and something of the work in providing clothing and shelter for man. The material is to be integrated with other phases of the curriculum.

303. **Industrial Arts—Study of Utensils, Records, Tools, and Machines.** Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in materials for his use and the problems of life arising from them. The course deals with the way man has solved the problem. It includes the evolution of utensils, records, tools, and machines, and their influence in saving labor and in making living happier and more pleasant. The material is to be integrated with other phases of the curriculum.

311. **Drawing and Art Appreciation.** Three hours credit. Six laboratory periods a week. Elective for juniors. This course is a study of the fundamentals of design through arrangements of line, tone, and color. Original designs are applied to textiles, plates, pottery, lettering, posters, and block printing. Examples of fine design in the crafts are studied. Media: pencil, charcoal, crayon, clay, water color, chalk, cut-paper, ink, and dyes.

312. **Drawing and Art Appreciation.** Three hours credit. Six laboratory periods a week. Elective for juniors. Prerequisite: Drawing and Art Appreciation 311. This course includes figure-drawing, still life, perspective, illustration, design applied to the home and costume, and methods of teaching art in the elementary school. Demonstration lessons and practical work are given in relation to the training school. Examples of fine design in architecture, sculpture, and painting are studied. Media: pencil, charcoal, crayon, water color, chalk, ink, clay.

401. **History of Art—Literature.** Three hours credit. Three class periods a week. Elective for seniors. The purposes of this course are to acquaint the students with the history of the development of art in literature among civilized peoples and to familiarize them with outstanding examples of this art in both prose and poetry.

402. **History of Art—Music.** Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of music from primitive times to the present.

403. **History of Art.** Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

411. **School Music.** Three hours credit. Six class periods a week. Required of seniors taking the continuous curriculum. The purposes of this course are to teach the fundamentals of music and to give opportunity for

becoming familiar with the contributions of the great masters.

412. **School Music.** Three hours credit. Six class periods a week. Required of seniors taking the continuous curriculum. Prerequisite: School Music 411. The purposes of this course are to give the student a working knowledge of the materials suggested in the State course of study and the methods of presenting this material, and to develop in the students a greater appreciation of good music and an understanding of the best methods of providing instruction in music appreciation.

421. **Practical Arts—Food and Nutrition.** Three hours credit. Two class periods and two laboratory periods a week. Elective for seniors. The purpose of this course is to give such knowledge of foods and nutrition that a teacher may choose food intelligently and economically and may form good food habits.

422. **Practical Arts—Clothing and the Home.** Three hours credit. Two class periods and two laboratory periods a week. Elective for seniors. The purpose of this course is to apply principles of art, health, economics, and management to solving the problems of personal dress and the home. The selection of the wardrobe and suitable costumes for various occasions will be emphasized with little work in construction. Attractive, comfortable living quarters will receive attention.

423. **Practical Arts—Social Relationship and Management.** Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to help the teacher become adapted to society.

DEPARTMENT OF SCIENCE

DR. FARMER

111, 112. **General Zoology.** Three hours credit. Two class periods and one two-hour laboratory period a week. A study of the structure and function of a selected number of lower forms and a more detailed study of a few vertebrate forms. Prerequisites: a year in biology or its equivalent.

Science 113—General Botany. Three hours credit. Two class periods and one two-hour laboratory period a week. A study of the biology of the plant, the structure and function of organs, a survey of the kinds of plants and their economic importance is the work of this course.

201. **Field Zoology.** Three hours credit. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology. The purposes of this course are to give the student a biological knowledge of the common animal life of Alabama, and to teach the economic importance of this animal life. The field work consists of excursions to typical animal habitats for the purpose of collecting, identifying, and noting ecological conditions. A few specimens will be preserved and studied in detail.

202. **Physiology.** Three hours credit. Two class periods and two laboratory periods a week. Elective for sophomores. The purpose of this course is to give the student a biological knowledge of the structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction.

203. **Field Botany.** Three hours credit. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology 103. This course demands a knowledge of the local flora, gives the ability to use botanical manuals, and acquaints students with the ecology of plant habitats. Specimens collected on field trips will be studied in as much detail as time will permit.

211, 212, 213. **General Chemistry.** Nine hours credit. Two class and demonstration hours and one two-hour laboratory period a week. The aim of these courses is to give the student a knowledge of the elements and some of their compounds and the laws and theories underlying chemical reactions.

341, 342, 343. **General Physics.** Nine hours credit. Two class periods and one two-hour laboratory period a week. Mechanics and heat, magnetism and electricity, sound and light, are the topics studied. A practical application of the principles of the science is made in such matters as

the use of energy my machines, electricity as power and light and the devices for its use, sound in its relationship to scale and harmony and light as it applies to optical instruments and photography.

441. **Qualitative Analysis.** Three hours credit. One class period and two two-hour laboratory periods a week. The class discussion deals with the theoretical aspects of the subject. In the laboratory a study of reactions and the detections of unknowns is made. Prerequisite: General Chemistry 211, 212, 214.

442, 443. **Quantitative Analysis.** Six hours credit. Theories and techniques are discussed in class and the analyses of substances by gravimetric, volumetric and colorimetric methods are made. Prerequisite: 441.

452, 453. **Organic Chemistry.** Six hours credit. Two class periods and one two-hour laboratory period a week. These courses deal with important organic compounds of the hydrocarbons and carbohydrates with particular emphasis upon foods and textiles. Prerequisite: A year of general chemistry.

REGISTER OF STUDENTS, 1940-41

REGULAR SESSION

SENIOR CLASS

Name	County
Adams, Charles	Bullock
Adams, Mellie B.	Pike
Anderson, Rillie	Geneva
Andrews, Lula	Barbour
Arnold, Laura E.	Montgomery
Ashworth, Willardy Clancy	Pike
Balako, Anne	Pike
Ballard, Sara Frances	Coffee
Barganier, Maude Ellie	Butler
Bass, Marguerite C.	Covington
Boswell, Joseph Martin	Bullock
Boyd, Marie	Montgomery
Bowdoin, Wilmoth B.	Geneva
Burks, Madeline	Pike
Busby, Oliver Sherrill	Montgomery
Byrd, Paul James	Dale
Carter, Nobie Barrett	Montgomery
Chancellor, Ruby Stone	Pike
Childs, Ethel Wynn	Geneva
Churchwell, James	Crenshaw
Coggins, Ester Lawson	Pike
Collins, Jane	Geneva
Collins, Ruth Kathleen	Houston
Commander, Faye	Barbour
Cope, Carl Guthrie	Bullock
Coskrey, Janie Arnold	Pike
Coskrey, Homer Sneed	Pike
Coskrey, Mary Elizabeth	Pike
Courson, Sarah Agatha	Pike
Daughtry, James Burch	Geneva
Davis, Sara Lee	Lowndes
Davis, Sara Marie	Pike
Davis, Willie Ray	Crenshaw
Deal, Nonie Belle	Houston
DePriest, Mrs. Maggie H.	Butler
Gilmore, Margaret Frances	Pike
Green, Gussie	Pike
Hamil, Margie	Pike
Hix, Jessie Windham	Coffee
Hooks, Esther Chancey	Pike
Ingram, Mabel C.	Covington
Jackson, Pascal Paul	Crenshaw
Jeffcoat, Eula Lorine	Houston
Jennings, Frances	Elmore
Jenkins, Bera Phillips	Pike
Jewell, Marjorie	Baldwin
Johnson, Sarah	Pike
Kelly, Ernest Warde	Pike
Knight, Adolphus A.	Chambers
Laney, Isabelle Capers	Pike
Laseter, Vivian H.	Covington
Little, Ben	Elmore
McCain, Nellie Ruth	Tallapoosa
McDurmont, Raymond	Geneva
McLean, Horace Milfoid	Barbour
Mann, Virginia	Tallapoosa
Milligan, Madelle	Montgomery
Mills, Mary Bernice	Henry
Mixson, Grace Swanson	Barbour
Moore, Irene	Coffee
Moore, Onie Mae	Coffee
Moore, Ruth Bowden	Coffee
Morris, Lillian	Coffee
Munn, Evelyn	Barbour
Nelson, Cabert George	Coffee
Oliver, Grace	Bullock
Phenix, Annie Crete	Pike
Posey, Ada Kate	Bullock
Reddoch, Eugene Ruskin	Pike
Reeves, Ernestine	Houston
Rhodes, Doris	Houston
Rhyne, Stella Marie	Lowndes
Robinson, Flora Mae	Chilton
Rosenberg, Jeanne Solomon	Pike
Rowe, Pearl Lewis	Houston
Rozelle, Frances Enzor	Pike
Sammons, William J.	Geneva
Sanders, Jerry Cureton	Pike
Sanders, Sue	Pike
Scarborough, John	Barbour
Scott, Theo Erdine	State of Maine
Sellars, Ethel	Geneva
Sellers, Mary Lou	Houston
Sellers, Daniel Noel	Butler
Sessions, Ruth	Chilton
Shackelford, Inez	Lamar
Shackelford, Ruth	Lamar
Shaver, Mrs. Grady	Escambia
Shipman, Mrs. Milton	Pike
Smart, Julie	Pike
Smith, Pearl Newell	Pike
Spears, Edna Kathleen	Geneva
Stone, Sybil Laurie	Pike
Thompson, Mary E.	Crenshaw
Tillery, Mabre Nell	Bullock
Tucker, Elizabeth	Monroe

Name	County
Vinzant, Elizabeth E.	Elmore
Walters, Jamie Elinor	Pike
Ward, Leslie	Geneva
Webb, Loraine	Geneva
Weed, Louie C.	Geneva
Williams, Mrs. H. O.	Pike
Williams, Juanita	Bullock
Wilson, Harvey A.	Covington
Wilson, Woodrow	Coffee
Wise, Lessie Lucile	Escambia
Womble, Lelah Winnifred	Houston
Wood, Mary Benton	Covington

JUNIOR CLASS

Abercrombie, Clara F.	Pike
Abt, Mary Hightower	Pike
Barlow, Helen	Conecuh
Beall, Edna Ruth	Crenshaw
Bedsole, Beatrice Lucille	Coffee
Bird, Dorothy Ferrell	Coffee
Bland, Thelma	Henry
Bottoms, Ruth	Dale
Bowdoin, Ruth Shiver	Genvea
Boyd, Addie Lou Bryan	Barbour
Brooks, Azaline	Escambia
Brown, Charles Franklin	Pike
Bryan, Claudie Lee	Coffee
Chambers, Louise Reddoch	Pike
Chapman, Dan C.	Pike
Chapman, Ethelene Thelma	Pike
Chunn, Ethel Warren	Covington
Chunn, Marlin Ander	Covington
Collins, Kathryn Grider	Pike
Cruit, Annie Brooks	Escambia
Curtis, Henry Wilson	Crenshaw
Daffin, Dolorous Sarah	Dale
Davis, Emma Louise C.	Perry
DeShields, Hazel Harris	Lowndes
Dillard, Jane E.	State of Georgia
Downs, Mary Pauline	Elmore
Dreaden, Frances Hope	Conecuh
Duggan, Jimmie Horn	Crenshaw
Dupree, James Warren	Macon
Eidson, Mary Eurika	Pike
Ellison, Gillis Julian	Covington
Estes, LaNelle C.	Wetumpka
Farris, Rochelle	Geneva
Foster, Lila Williams	Crenshaw
Freeman, Emma Knott	Escambia
Gaines, Ethel Ruth	Autauga
Gammage, Stella	Covington
Gantt, Berna Dean	Elmore
Garrett, Sudye Bertha	Baldwin
Gibbons, Pauline	Barbour
Gibson, Eleanor Hamil	Pike
Gibson, Sara Elizabeth	Coffee
Giddens, John Reddoch	Crenshaw
Griffin, George T.	Bullock
Griswold, Margaret	Bullock
Gross, Irma Johnson	Houston
Hagler, Winston Murry	Barbour
Haire, Mary Catherine	Coffee
Haisten, Louise Culpepper	Pike
Hale, Stella Taylor	Crenshaw
Hamilton, Lena Elizabeth	Barbour
Hanks, Robert Erastus	Monroe
Harden, Elnora Majors	Elmore
Harrelson, Johnny William	Russell
Harris, Laura Jean	Monroe
Hayles, Kitty Sue	Baldwin
Hause, Nell G. Clark	Coffee
Henson, Mary Green	Barbour
Hinson, Andrew Miles	Montgomery
Holmes, Malinee	Crenshaw
Hornsby, Edna Lois	Coffee
Horn, Madie Bayles	Crenshaw
Hudson, Jewell Byrd	Dale
Hughes, Ernestine	Houston
Jackson, K. P.	Coffee
Johnson, Arvie Cook	Butler
Johnson, Edna	Houston
Kelley, Roscoe Douglas	Pike
Kendall, Tom M.	Conecuh
Key, James William	Pike
Key, Raiford Jackson	Pike
Kirk, Jessie	Crenshaw
Lambeth, Mary Catherine	Lee
Langford, Alice Reynolds	Autauga
Lee, Clayetta	Butler
Lewis, John Franklin	Houston
Liger, Anava Langford	Pike
Linn, Elon E.	Henry
Lunsford, J. C.	Covington
McCrory, William W.	Pike
McDonald, Mary Edwina	Coffee
McDurmont, Edna Rice	Geneva
McFerrin, James Wesley	Mobile
McKinney, Elaine	Chambers
McPhaul, Dorothy Sowell	Monroe
Mathis, Cornelia	Covington
Mills, Robbie	Henry
Moll, Elma Toft	Pike
Morgan, Virginia E.	Escambia
Morris, Mae	Coffee

Name	County
Moseley, Elwyn Albert	Crenshaw
Newman, Ruth	Tallapoosa
Nix, Alma	Butler
Owen, Melba Ruth	Geneva
Parks, Annette Shackelford	Pike
Perry, Addie Marguerite	Pike
Petrey, Phyllis	Crenshaw
Phillips, William Virgil	Barbour
Pullen, Eloise	Pike
Reddoch, Catherine	Pike
Reddoch, Sara Skinner	Butler
Rhodes, Karma Lou	Crenshaw
Robertson, James Morris	Pike
Rose, Hugh G.	Covingtn
Rutledge, Ethel Metcalf	Pike
Saunders, Margaret	Houston
Scott, Haywood	Autauga
Searcy, Annie Vera	Henry
Sessions, Sallie Reeves	Pike
Shepherd, Aldie Adkison	Covington
Shores, Mary Mullins	Elmore
Singleton, Carylu Shores	Elmore
Smith, Ida	Coffee
Smith, Mrs. Laymon	Elmore
Spigener, Alice Mae	Elmore
Stallworth, Amelia	Conecuh
Stephens, William Clinton	Coffee
Stephenson, Mary	Geneva
Strickland, Marion F.	Barbour
Stringer, Emmett R.	Crenshaw
Synco, Avis Irene	Pike
Talley, Veralyn	Covington
Tharp, Margaret	Baldwin
Thomas, Exa Pearl	Crenshaw
Thompson, Colley	Dale
Thompson, Mildred	Butler
Thornhill, Virginia	Elmore
Tisdale, Vera Pearl	Crenshaw
Tomberlin, Helen Bernice	Henry
Toole, Ralph	Geneva
Venters, Andrew	State of Florida
Vinson, James Edward	Barbour
Vinson, Janice	Barbour
Vinson, Emmett M.	Escambia
Wall, Sara Irene	Elmore
Ward, Joseph F.	Geneva
Ward, Morris Taylor	Montgomery
Watson, Frances	Escambia
Watson, Ola	Escambia
Weston, Lillie Horne	Barbour
Whaley, Tex Kilpatrick	Pike
White, Ruby Elizabeth	Covington
Wilks, Laura Evelyn	Bibb
Williams, Catherine	Lamar
Willis, Bob Joe	Coffee
Wilson, Addie Belle	Coffee
Wisener, Clarene	Tallapoosa
Wood, Doris Elizabeth	Henry
Wood, James S.	Pike
Wood, Kathleen	Butler
Woodham, Dorothy Grace	Dale
Woodham, Nuna Ruth	Dale

SOPHOMORE CLASS

Adams, Sybil Christine	Houston
Andress, John Isaac	Houston
Bailey, Jennie Ruth	Walker
Bessant, Aaron Zeron	Russell
Black, Mary Lee	Monroe
Blair, Elizabeth	Barbour
Boswell, Shofner Baker	Bullock
Brooks, Opal Griffin	Geneva
Brown, Marjorie Merle	Henry
Byrd, Ola Mae	Monroe
Carlisle, Sarah E.	Montgomery
Carter, Murray	Pike
Cauthen, Brunies	Crenshaw
Chalker, Calvin, Jr.	Houston
Childers, Thelda	Barbour
Clipson, William	State of Florida
Colley, Berta Gibbs	Pike
Collins, Harold Ray	Geneva
Commander, Wallace C.	Geneva
Davis, Byrl	Crenshaw
DeVaughn, Leon L.	Chilton
Dowling, Thelma Rhodes	Geneva
Driggers, Pansey Lola	Houston
Edwards, Mildred B.	Chambers
Eggleston, Brenda	Baldwin
Ellis, Dorothy	Coffee
Ellis, Ruby Nell	Conecuh
Epperson, Arthur C.	Baldwin
Faison, William Lewis	Henry
Faulk, Lee Ella Baxer	Barbour
Fields, Sara Frances C.	Houston
Findley, Imogene	Covington
Floyd, Grace	Barbour
Folmar, Annie Kate	Pike
French, Hallie Estelle	Pike
Furlow, Leo Truman	Pike
Gammage, Eugenia	Crenshaw
Gardner, Sarah	Monroe
Gibbs, Elizabeth	Covington
Gillis, Glenn	Escambia

Name	County
Gillis, John W.	Covington
Glass, Imogene Mary	Houston
Golson, Evelyn M.	Conecuh
Goree, Nellie Mae B.	Conecuh
Graves, Sara Jean	Pike
Greathouse, Qumi Mary	Pike
Greene, Cordelia	Dale
Grider, Mary Ethelyn	Pike
Grimes, Madelyn	Coffee
Ham, V. S., Jr.	Geneva
Harden, Eunice K.	Conecuh
Harrelson, Louie W.	Tallapoosa
Harris, Mary	Houston
Hartzog, Ralph C.	Barbour
Hataway, Ella Revil	Pike
Hayles, Levice Annette	Monroe
Helms, Catherine	Dale
Helms, Joy	Covington
Herring, Hazel	Covington
Higgins, Mary Elsie	Pike
Himberg, Frances Lucile	Pike
Hobbs, Rochelle	Baldwin
Holley, O. Marise	Covington
Hornsby, Marie	Tallapoosa
Howard, Murray E.	Pike
Hullett, Anna Asenath	Escambia
Jones, Ethameeta	Geneva
Jordan, Elizabeth	Henry
Jordan, Elda Ethelene	Geneva
Kelley, Ora Lowery	Coffee
King, Charlie Tema	Crenshaw
Koon, Flora Pittman	Escambia
Laney, Ruth Ellen	Dale
Lee, Alto Bryan	Covington
Lee, Lessie Mae	Dale
Liger, Julia Hayes	Pike
Logan, Doris	Pike
Logan, Lester William	Dale
McCartha, Carrie Pruitt	Elmore
McCool, Leo	Bibb
McCreary, Estelle	Conecuh
McKellar, Milton L.	Dale
McLure, Mary	Pike
McSwean, Malcolm L.	Crenshaw
Maraman, Christine	Covington
Marsh, Elizabeth	Houston
Martin, Ada Margaret	Geneva
Martin, Eula Mae	Covington
Mason, Opal	Covington
Mattair, Charles	State of Florida
Miller, Cecil Drew	Butler
Mizelle, Mildred Lucile	Barbour
Mooney, Ralph	Covington
Morgan, Sara Andress	Pike
Murphy, Eleanor Carter	Butler
Neel, Angus D.	State of Florida
Nevin, Gladys Price	Coffee
Pelt, Daniel F.	State of Florida
Pinckard, Agnes	Coffee
Pullen, Kathryn	Pike
Richburg, Addielien	Pike
Richburg, Joe Coston	Pike
Richburg, Sybil Voncile	Pike
Russell, Herbert	Escambia
Sanders, Mary Irma	Crenshaw
Shaver, William Albert	Pike
Sikes, Mary Evelyn	Pike
Simmons, John H., Jr.	Geneva
Skipper, Rubye Murdock	Geneva
Sorrells, Melvin	Geneva
Stewart, Gilbert Lomax	Pike
Stone, Walter Buster	Covington
Summerlin, Robert L.	Crenshaw
Tatom, Gwendolyn	Coffee
Thompson, Edith	Butler
Torbert Margaret L.	Russell
Trawick, Idalee Barnes	Dale
Turk, Sarah Sue	Monroe
Turner, Roy Lancelot	Houston
Vaughan, Voncille M.	Crenshaw
Vickers, Susie Mae	Houston
Wade, Evie	Coosa
Wade, Nell	Houston
Wallace, Arthur	Covington
Water, John E.	State of Florida
Weaver, Edna Louise	Conecuh
Webb, Mary Ellen	Geneva
Welch, George Clayton	Crenshaw
Weston, Leila Pearl	Barbour
Whaley, Verdie Lee	Pike
Wheat, Georgia M.	Elmore
Whigham, Lizzie Mae C.	Geneva
Whitehurst, Dorothy	Pike
Whittington, Eula Mae	Bullock
Wiggins, Charles B.	Covington
Wilson, Hazel	Escambia
Wilson, Maureen	Pike
Wood, Morris	Pike
Woodham, Dorothy L.	Geneva
Worthy, Madolyn	Pike
Wright, Rex Leon	Geneva
Youngblood, Audrey	Pike

FRESHMAN CLASS

Name	County
Adams, Dorcas M.	Houston
Andress, Mary Jim	Houston
Armstrong, Irpeel Reid	Mobile
Baker, Mittie Frances	Pike
Baxter, Mary Ellene	Barbour
Bearden, Harvey Lee	Etowah
Beasley, Margaret Mac	Pike
Beuchamp, Ruth	Jackson, Fla.
Browder, Nellie M.	Montgomery
Brown, Lamar Hamilton	Pike
Bryant, Ora	Lee
Campbell, John Dudley	Covington
Carter, Elkin Bragg	Pike
Caton, Malton	Covington
Chambers, Joe Mark	Pike
Chapman, Inez	Pike
Conway, Lucy Nell	Lowndes
Courson, June	Pike
Cox, Florence Louise	Baldwin
Cross, Juanita	Covington
Davidson, Willodene	Crenshaw
Davis, Clarice	Pike
Dillard, Sara	Polk, Ga.
Dyess, Florence Huron	Coffee
Eddins, Addie Inez	Wilcox
Fillingim, Edd	Coffee
Foley, Frances	Pike
Fowler, Wilmer	Montgomery
Fryer, Bernice Miriam	Pike
Gafford, Douglas	Coffee
Gentry, Lucile	Kinston
Hafner, Mamie	Pike
Hammer, Margie	Pike
Hicks, Rebecca	Henry
Hicks, Thomas Lawrence	Pike
Himburg, John Alexander	Pike
Hoffman, Helen	Geneva
Huff, Mary Evelyn	Pike
Jackson, Vera	Crenshaw
Johnson, Holley	Henry
Johnston, Frances Alyce	Pike
Jones, Nell Pittman	Butler
Jordan, Jesse Lee	Pike
Kearse, G. M.	Charleston, S. C.
King, Willie Jean	Houston
Laney, William Stark	Pike
Langford, Everett D.	Autauga
Layton, George Leslie	Houston
Lindsey, Warren	Pike
Long, Mary Lee	Mobile
Lunsford, Otis	Geneva
McCaskill, Dorothy	Pike
McCollough, Ellen	Coffee
McCoy, Melissa Jane	Henry
McCraney, John Malcom	Barbour
McRae, Sara Catherine	Barbour
Mallette, Elna Ree	Crenshaw
Mann, Howard F.	Elmore
Mason, Helene Doris	Tallapoosa
Mason, Mabel	Bullock
Masters, Joe Tom	Houston
Metcalf, Virginia	Coffee
Merrill, Mrs. Lillian	Covington
Mills, Elizabeth	Henry
Moore, Jack Thomas	Pike
Moore, Paul Adolphus	Perry
Murphree, Hugh Dyer	Pike
Nall, Glennie Ophelia	Pike
Norman, Wilburn J.	Crenshaw
O'Neal, Louise McWhorter	Pike
Parker, Florine	Montgomery
Paulk, E. J.	Dale
Peebles, Mike	Dale
Pelt, Ruby Joseph	Pike
Phillips, Sam	Coffee
Pickett, Robert H.	Bullock
Price, Autes Embree	Montgomery
Pyle, William	Franklin, Fla.
Rawls, Mackye	Covington
Redmond, Aubrey	Pike
Redmond, Annie Claire	Coffee
Richburg, John Sanders	Pike
Rister, Ella Verna	Dale
Robinson, Leonard A.	Tallapoosa
Rollins, Robert	Morgan
Royals, Maxine	Holmes
Ryan, Reuben Allen	Morgan
Sartain, James Auxford	Pike
Sawyer, Dot	Monroe
Sawyer, Hilda	Coffee
Sellers, Thomas	Covington
Smith, Grace	Coffee
Smyth, Henry	Pike
Spann, Faye Moore	Geneva
Spivey, Underwood	Pike
Spriggs, Walter G.	Escambia, Fla.
Stephens, Mary Louise	Pike
Stokes, Vivian	Henry
Stuart, Cope	Bullock
Stuckey, Helen	Pike
Swaine, James Carlos	Coffee
Talbot, Peggy	Pike
Thomas, Nan	Barbour
Thornton, Willie Marie	Chilton

Name	County
Threadgill, Ernest	Pike
Vinson, Catherine	Barbour
Weimorts, Maggie M.	Walton, Fla.
Whiddon, Mary E.	Henry
White, Jane	Pike
Whitehurst, Mabel Carolyn	Pike
Williams, Lamar W.	Houston
Winters, Anna Marie	Wilcox

SPECIAL STUDENTS

Beauchamp, E. H.	State of Florida
Bell, Maggie Lee	Elmore
Busbee, Thelma T.	Crenshaw
Colley, Annette Folmar	Pike
Cole, Vera	State of Florida
DuBose, Wilds Scott	Crenshaw
Elmore, Mary Lee	Pike
Giddens, Sara Margaret J.	Pike
Hixon, Lucy	Pike
Kirkland, Nicolena	Barbour
Swann, Mary Sue M.	Pike
Trotter, Claude A., Jr.	Crenshaw
Ward, Etta M.	Geneva
West, Sam Carroll	Dale

ROLL OF STUDENTS, SUMMER SESSION 1940

SENIORS

Andrews, Lula	Barbour
Armor, Mrs. Johephine C.	Coffee
Ashworth, Willardy	Pike
Balako, Anne	Pike
Baxter, Evelyn	Barbour
Bird, Gerald	Pike
Blake, Willie Jean	Elmore
Bodiford, Lucille H.	Henry
Bowdoin, Wilmoth	Geneva
Boyd, Marie	Montgomery
Bryan, Robert	Coffee
Campbell, Lucile	Coffee
Capers, Isabelle	Pike
Carter, Mayme	Montgomery
Champion, Clyde E.	Montgomery
Chancey, Beulah H.	Montgomery
Childs, Mrs. Ethel	Geneva
Copeland, Etta	Covington
Crim, Ruth Glass	Marengo
Daughtry, James A.	Houston
Dean, Delia	Baldwin
Dean, Mildred T.	Montgomery
Dykes, Saxon D.	Dale
Elder, Lois	Jefferson
Elmore, Era	Houston
Farris, R. L.	Coffee
Faulkner, Jane	Bullock
Feagin, Cornelia	Wilcox
Fleming, Gladys	Pike
Flournoy, Minnie	Russell
Folmar, Mrs. Max	Pike
Furlow, R. B.	Pike
Gann, Nellie C.	Montgomery
Garrett, J. T., Jr.	Muscogee, Ga.
Garth, Lee Hunter	Coffee
Gibson, W. Van Buren	Pike
Hall, James E.	Pike
Harrison, Eunice	Baldwin
Hobdy, Henry H.	Barbour
Hoffman, Doris	Geneva
Hollon, Jeanette	Henry
Howard, Helen	Pike
Hudson, Bernice C.	Henry
Huff, Millie	Pike
Jaye, Sarah	Geneva
Jeffcoat, Eula	Houston
Jenkins, Bera P.	Pike
Jennings, Frances	Elmore
Johnston, Barnell	Elmore
Jones, Eleanor	Escambia
Jones, Webster	Elmore
Kelly, Warde	Pike
Kelso, Elizabeth	Montgomery
Kindred, Bernice	Pike
Lamb, Mary Verona	Pike
Laseter, Vivian	Covington
Lawrence, Lenwood	Covington
Lewis, Wyatt	Pike
Loftis, Annette	Escambia
McCalman, William	Pike
McConnell, Willie Mae	Conecuh
McCreary, Carolyn	Conecuh
McGowen, Ethel W.	Talladega
McKinnon, Philip	Coffee
McLeod, Kate	Pike
McNeill, Evelyn	Montgomery
Massey, Gip	Crenshaw
Massey, Ona Pearl	Crenshaw
Meadows, Ina C.	Houston
Mills, Glennie	Montgomery
Ming, Nannie	Bullock
Mizelle, Bess G.	Montgomery

Name	County
Moon, John A.	Covington
Moore, Edith	Houston
Moorer, Sue	Conecuh
Morris, Vola	Geneva
Munn, Evelyn	Barbour
Napier, Anne	Houston
Nelson, Rathma	Mobile
Newberry, Louise	Pike
Olive, Joe	Crenshaw
Oliver, Grace	Bullock
Owens, John D.	Houston
Pate, Agnes	Geneva
Peacock, Carol	Coffee
Phenix, Annie Crete	Pike
Phillips, Wayland	Geneva
Pool, Mrs. Charity	Geneva
Posey, Ada Kate	Bullock
Powell, Vonnie Ree	Covington
Reeves, Ernestine	Houston
Rhodes, Doris	Houston
Robinson, Allene	Conecuh
Robinson, Flora Mae	Chilton
Roper, Mildred	Crenshaw
Rozelle, Frances	Pike
Rushing, Myra Y.	Montgomery
Rutledge, Mrs. Ethel M.	Pike
Sanders, Ethel	Pike
Sanders, Margaret	Pike
Sawyer, Trelle	Coffee
Scaife, Georgia D.	Montgomery
Self, Emmie	Barbour
Sellers, Margaret S.	Montgomery
Shackelford, Inez	Lamar
Shackelford, Ruth	Lamar
Sheehan, Roy	Montgomery
Simmons, Woodrow	Geneva
Smith, Ila Maude	Etowah
Steagall, Margaret	Henry
Swain, Harroll Gordon	Coffee
Taylor, Mildred E.	Bullock
Taylor, Wathen	Pike
Teal, Mildred	Barbour
Thompson, Eugenia	Crenshaw
Turnquist, Gladys	Escambia
Vinson, Clifford	Barbour
Vinzant, Eugenia	Elmore
Waldrop, Samuel	Elmore
Ward, Leslie	Geneva
Webb, Mrs. Mary K.	Dale
Webster, Judson	Montgomery
Weed, Louie	Geneva
Weinberg, Amelia	Pike
Whaley, Lundie	Pike
Wilkerson, Mildred R.	Houston
Williams, Mrs. H. O.	Pike
Wilson, Allie Lee	Covington
Wise, Lessie	Escambia
Woodham, Lottie	Pike
Woodham, Ruth	Dale
Woodham, Theo	Crenshaw
Wynn, Mrs. Herbert	Geneva
Yarbrough, Mrs. Josephine	Elmore
Young, Gus	Coffee

JUNIORS

Abercrombie, Clara	Pike
Adams, Ellie Faulk	Pike
Adams, Elma	Houston
Adams, Mrs. Mellie B.	Pike
Albritton, Janette Foster	Bay, Fla.
Anderson, Rillie	Geneva
Arnold, Elizabeth	Montgomery
Baker, Louise Carr	Russell
Barefoot, James L.	Butler
Barker, Jessie	Escambia
Barnes, Frank	Henry
Bass, Catherine	Covington
Baxter, Christine	Barbour
Blackwell, Frances	Crenshaw
Blair, Winifred	Geneva
Bland, Thelma	Henry
Boswell, Gladys	Geneva
Boswell, Joe	Bullock
Bowden, Jessie Jones	Pike
Bowdoin, Mrs. Wilmoth	Geneva
Brown, Charles	Pike
Bryan, Bertie	Coffee
Bryan, Claudie Lee	Coffee
Burkett, Carr	Houston
Burks, Madeline	Pike
Calhoun, Sallie Mae Orr	Coffee
Carpenter, Clem W.	Coffee
Carter, Claire	Crenshaw
Champion, Fannie D.	Crenshaw
Chancellor, Mrs. Ruby	Pike
Chandler, Nellie B.	Elmore
Churchwell, James	Crenshaw
Clower, Lala Pearl	Coffee
Collier, Lillian T.	Montgomery
Collins, Jane	Geneva
Commander, Faye	Barbour
Cooper, Margaret	Elmore
Cope, Carl	Bullock
Countryman, Mary A.	Escambia
Courson, Sarah	Pike

Name	County
Croxton, Gladys	Montgomery
Cruit, Ann	Escambia
Cruit, Mrs. Kate	Escambia
Curry, Marbel B.	Escambia
Curtis, Juanita	Pike
Daughtry, James B.	Geneva
Dean, Alton	Coffee
Deese, Daphne	Houston
DePriest, Mrs. Maggie	Butler
Dickens, Gertrude	Pike
Downs, Pauline	Elmore
Dozier, James Colley	Covington
Dunn, Margaret	Pike
Edmondson, Rubye	Geneva
Eidson, Mary	Pike
English, Judge W.	Barbour
Farmer, Thelma	Henry
Findley, Myrtle	Escambia
Floyd, Jessie	Covington
Fortner, Frances	Montgomery
Fowler, Dovie	Houston
Freeman, Allie C.	Escambia
Gaillard, Flora	Mobile
Gantt, Berna Dean	Elmore
Gibson, Dixie	Pike
Gibson, Eleanor	Pike
Green, Mae	Pike
Griffin, Willie	Houston
Haire, Mary Catherine	Coffee
Hall, Felton	Escambia
Ham, Ruth	Geneva
Hamm, J. Vaughn	Coffee
Hardwick, Jack	Henry
Harper, Joseph F.	Coffee
Harrington, Mattie	Elmore
Hayles, Annie Maud	Monroe
Hayles, Kitty Sue	Baldwin
Helms, Harvey	Houston
Hinson, Andrew M.	Montgomery
Hobbs, Eura Lee	Baldwin
Holmes, Ruby	Escambia
Horne, Marion	Barbour
Hornsby, Edna Lois	Coffee
Hudson, Fannie Lenora	Dale
Hullett, Mary E.	Escambia
Jackson, Myrtle	Geneva
Jackson, Paul	Crenshaw
Jewell, Marjorie	Baldwin
Jones, Mrs. Annie W.	Pike
Jones, Mrs. Fan	Barbour
Jones, Frances	Houston
Jones, Mrs. Ruby B.	Crenshaw
Kennedy, Martha Claire	Pike
Kersh, Mrs. Alma B.	Autauga
Killebrew, Edith L.	Henry
Kirklin, Annie Will	Covington
Layton, Dorothy	Houston
Littlegreen, Sadie	Mobile
McCain, Nellie Ruth	Tallapoosa
McDurmont, Edna Rice	Geneva
McDurmont, Raymond	Coffee
McKinnon, Mrs. Evie	Coffee
McLain, Willie Jiles	Henry
McLean, Horace	Barbour
Malier, William O.	Randolph
Mancill, Inez	Escambia
Mann, Virginia	Tallapoosa
Marshall, Allie	Houston
Marshall, Lona B.	Houston
Massey, Thelma	Crenshaw
Matthews, Elizabeth	Geneva
Merrill, Lottie	Baldwin
Merrill, Lucy	Baldwin
Miller, Mildred	Chilton
Milligan, Madelle	Montgomery
Mills, Mary B.	Henry
Mixon, Mrs. Grace	Barbour
Moore, Onie Mae	Coffee
Moore, Ruth	Coffee
Morgan, Myrtice	Henry
Morgan, Virginia	Escambia
Morris, Mae	Coffee
Murdock, Rena	Geneva
Nelson, Cabert	Coffee
Nelson, Carolyn	Crenshaw
Newberry, Ruth	Pike
Norman, Lydia	Crenshaw
Odom, Kathryn	Houston
Owen, Melba Ruth	Geneva
Owens, Mrs. Perry S.	Pike
Park, Mrs. Betty C.	Crenshaw
Patterson, Avonell	Crenshaw
Peters, Mildred	Elmore
Phillips, William	Barbour
Pinkerton, Cecil	Butler
Posey, Gertrude	Covington
Prestwood, Mrs. Jimmie	Coffee
Pullen, Eloise	Pike
Pullen, Mrs. Ruth F.	Crenshaw
Ray, Lony V.	Houston
Reddoch, Catherine	Pike
Reynolds, Eloise	Macon
Rhodes, Karma Lou	Crenshaw
Rhodes, La Vonah	Baldwin
Rhyne, Stella Marie	Lowndes
Riggs, Anacile	Conecuh
Robertson, Henrietta	Wilcox
Sammons, William	Geneva

Name	County
Sanders, Jerry	Pike
Sanders, Sue	Pike
Saunders, Margarett	Houston
Saunders, Martha Frances	Henry
Shields, Loie	Crenshaw
Shipman, Mrs. Milton	Pike
Shirley, Mrs. Lula	Pike
Simmons, Dorothy	Geneva
Sims, Wilma	Covington
Smart, Mrs. Ethel S.	Pike
Smart, Julie	Pike
Smith, Ida	Coffee
Sowell, Mary Cole	Escambia
Spears, Edna	Geneva
Stallings, Ella K.	Crenshaw
Stanfield, Louise	Elmore
Stapleton, Carolyn	Houston
Strickland, Cleo	Crenshaw
Strong, Gladys	Houston
Tanner, Nettie	Conecuh
Taylor, Paula Jane	Montgomery
Tew, Nettie	Barbour
Thomas, Exa	Crenshaw
Thomas, Mary Fenella	Crenshaw
Thompson, Carol	Dale
Thornton, Mrs. Vivian	Elmore
Tillman, Ethel	Pike
Tisdale, Virginia	Crenshaw
Tucker, Elizabeth	Monroe
Waldrop, Elodia	Baldwin
Wall, Sara	Elmore
Walters, Jamie	Pike
Webster, Margaret	Montgomery
Weeks, Mae Moseley	Geneva
White, Mrs. Ray Bernice	Houston
Wilkes, Annabelle A.	Coffee
Williams, Catherine	Lamar
Willis, Louise	Pike
Wilson, Harvey A.	Covington
Wilson, Woodrow	Coffee
Wisener, Clarene	Tallapoosa
Womble, Lelah	Houston
Wood, Doris	Henry
Wood, Mary Benton	Covington
Woodham, Ruth	Dale
Young, Beulah B.	Coffee
Young, Ned	Coffee
Yuille, Jean	Baldwin

SOPHOMORES

Adams, Sybil	Houston
Andress, Sara	Pike
Avery, Martha	Geneva
Baggett, Christine H.	Escambia
Bailey, Catherine	Walker
Bassett, Edna	Jackson
Beasley, Ida Harvin	Houston
Blair, Elizabeth	Barbour
Bottoms, Ruth	Dale
Brook, Sarah	Crenshaw
Carter, Allive	Covington
Chalker, Calvin, Jr.	Houston
Chapman, Dan	Pike
Chappell, Ruth	Wilcox
Collier, Mrs. Jessie Mae	Elmore
Collins, John F.	Geneva
Cross Mrs. Bessie	Covington
DeShields, Hazel	Lowndes
Dowling, Thelma R.	Geneva
Dreaden, Frances	Conecuh
Duggan, Jimmie	Crenshaw
Edwards, Mildred B.	Chambers
Ellisor, Gillis	Covington
Fail, Mrs. Grace	Crenshaw
Findley, Imogene	Covington
Floyd, Grace	Barbour
Folsom, Alba	Coffee
Foster, Lila Williams	Crenshaw
Frith, William	Houston
Giddens, Janni Mable	Conecuh
Gilchrist, Maxwell	Coffee
Gillis, John	Covington
Gilmore, Boncile	Coffee
Girby, Helen	Mobile
Givens, Annie R.	Houston
Greathouse, Qumi	Pike
Griffin, John Henry	Pike
Griffin, Lilla Tolar	Houston
Hale, Ruby	Monroe
Hall, Nellie Kate	Henry
Hartzog, Ralph C.	Barbour
Hataway, Cranford	Pike
Helms, Catherine	Dale
Helms, Joy	Covington
Herring, Hazel	Covington
Himberg, Frances	Pike
Hoffman, Lucille	Geneva
Holley, Marise	Covington
Horn, Mary Lizzie	Crenshaw
Ingram, Mrs. A. D.	Covington
Jackson, K. P.	Covington
Johnson, Mamie L.	Escambia
Jordon, Elizabeth	Henry
Kelley, Ora L.	Coffee

Name	County
Kendall, Tom M.	Conecuh
Key, James	Pike
Key, Raiford	Pike
Kimbrough, Carrie	Wilcox
Kirk, Jessie	Bullock
Lamont, Hubert	Butler
Lee, Clayetta	Butler
Lee, Mrs. Herbert	Coffee
Linn, Elon	Henry
Littleton, Doc	Coffee
Loftin, Etta	Crenshaw
Lott, Johnnie	Bullock
Lunsford, J. C.	Covington
McCullough, Alma	Geneva
McKinney, Elaine	Chambers
Miller, Annie Sue	Pike
Mills, Robbie	Henry
Mizelle, Mildred Lucile	Barbour
Petrey, Dempsey	Crenshaw
Phillips, Inez	Geneva
Porter, Esther S.	Barbour
Powell, Jewel	Covington
Powell, Walter Lee	Houston
Rainer, Violet	Coffee
Reese, Elizabeth	Coffee
Richburg, Sybil	Pike
Rish, Robbie	Henry
Robertson, James Morrie	Pike
Rose, Hugh G.	Covington
Salter, Mary Evelyn	Butler
Schuessler, Elizabeth	Talladega
Searcy, Vera	Henry
Skipper, Rubye	Geneva
Snellgrove, Mary J.	Coffee
Sorrells, Melvin	Geneva
Spivey, Otto	Elmore
Stallworth, Amelia	Conecuh
Stone, Syble	Pike
Strickland, Marion	Barbour
Stringer, Emmett	Crenshaw
Summerlin, Robert	Crenshaw
Swain, Kathryn	Coffee
Synco, Avis	Pike
Talley, Veralyn	Covington
Tatom, Gwendolyn	Coffee
Taylor, Clarabel	Bullock
Thames, Elwood	Monroe
Thomas, Otis	Crenshaw
Tidwell, Wm. J.	Jackson, Fla.
Tisdale, Vera	Crenshaw
Todd, Hiram A.	Houston
Trussell, Charlie	Bullock
Vickers, James Julius	Henry
Vickers, J. S.	Henry
Vinson, McKenzie	Escambia
Wade, Evie	Coosa
Waro, Joseph F.	Geneva
Ward, Mary Glenn	Coffee
Welch, Mattie Mae	Crenshaw
White, Ruby	Covington
Whitehurst, Dorothy	Pike
Whittle, Vernon	Butler
Wiggins, Charles	Covington
Williams, Blanche	Crenshaw
Wilson, Maureen	Pike
Worthy, Madolyn	Pike
Yates, Jack	Elmore
Moll, Clair	Pike

FRESHMEN

Bedsole, Mrs. Bill	Dale
Bedsole, Mrs. Willis	Geneva
Boutwell, Haughtie P.	Coffee
Bowdoin, Thelmer	Geneva
Byrd, Ola Mae	Monroe
Chalker, John H.	Houston
Childers, Thelda	Dale
Collins, Harold	Geneva
Colquett, Charles	Covington
Deal, Carrie	Houston
DeVaughn, Leon L.	Elmore
Fillingim, Edd	Coffee
Gardner, Sarah	Monroe
Gillis, Glenn	Escambia
Harris, Mary	Houston
Hataway, Mrs. Ella	Pike
Johnson, Arkey	Coffee
Kennedy, James A.	Escambia
Lee, Lessie Mae	Dale
McCloud, Mrs. Rosa J.	Escambia
McCreary, Estelle	Conecuh
McKeller, Milton	Barbour
Marsh, Elizabeth	Houston
Meek, Myrtle Lee	Coffee
Morris, Harold	Escambia
Newsom, Clarence	Geneva
Oliver, Kathleen	Bullock
Pinckard, Agnes	Coffee
Russell, Herbert	Escambia
Smith, Edith	Elmore
Smith, Grace	Coffee
Spriggs, William	Escambia, Fla.
Stanley, Laura	Geneva
Stinson, John W.	Pike

Name	County
Taylor, Nan	Chilton
Thomley, Inez	Houston
Underwood, Bessie	Houston
Underwood, Ethel	Houston
Vickers, Susie Mae	Houston
Vinson, Mrs. Zebie	Chilton
Wade, Nell	Houston
Walker, Clarence	Crenshaw
Whiddon, Mary E.	Henry
Williams, Daisy Rice	Geneva

SPECIALS

Curtis, Mary E.	Pike
Deal, Carrie	Houston
Ellis, Ruby Nell	Conecuh
Elmore, Mary Lee	Pike
Emfinger, Edwin	Monroe
Kennedy, Julia	Pike
Leslie, Henry	Pike
Moore, Mildred	Escambia
Neel, Angus D.	Walton, Fla.
Owens, Jane	Houston
Pinckard, Ray	Pike
Pullen, Cecil	Crenshaw
Rankin, Christine	Liberty, Fla.
Sacks, Cecelia	Montgomery
Shaver, William	Pike
Smith, Rhett	Pike
Sutton, Mrs. Evelyn B.	Crenshaw
Talbot, Peggy	Pike
Turnipseed, L. Nadine	Pike
Turnipseed, Sammie Clara	Pike
Webb, Mary Ellen	Geneva
Weimorts, Maggie M.	Walton, Fla.
Willis, Bob Joe	Coffee
Wingard, Mrs. Susie	Montgomery

SUMMARY OF ENROLLMENT
1940-41

Summer Quarter, 1940

Freshmen		44
Sophomores		122
Juniors		196
Seniors		136
Specials		24
Men	122	
Women	400	
Total		522

Regular Session, 1940-41

Freshmen		112
Sophomores		142
Juniors		152
Seniors		108
Specials		14
Men	154	
Women	374	
Total		528
Total in Summer Quarter and Regular Session		1050
Extension Classes (including duplicates)		180
Training School, Summer Quarter and Regular Session		441
Total		1671
Duplicates		189
GRAND TOTAL		1482

STATE TEACHERS

College

TROY, ALABAMA

1942 - 1943

CALENDAR

FALL QUARTER, 1942

September	13	Sunday, Dormitory opens for freshmen.
September	14	Monday, Orientation and registration of freshmen.
September	15	Tuesday, Registration of upper classmen.
September	16	Wednesday, Class work begins.
October	26	Monday, Last day for registration for a half quarter's credit.
November	26, 27	Thursday and Friday, Thanksgiving holidays.
December	5	Saturday, Close of Fall Quarter.

WINTER QUARTER, 1942

December	7	Monday, Registration and beginning of class work.
December	18	Friday, Christmas holidays begin, 12:30 P.M.
December	29	Tuesday, Class work resumes.
January	25	Monday, Last day for registration for a half quarter's credit.
March	6	Saturday, Close of Winter Quarter.

SPRING QUARTER, 1943

March	8	Monday, Registration and beginning of class work.
April	20	Tuesday, Last day for registration for a half quarter's credit. Registration for special spring session.
May	23	Sunday, Baccalaureate service, 11:00 A.M.
May	28	Friday, Graduation exercises, 10:00 A.M. Close of Spring Quarter.

SUMMER QUARTER, 1943

June	7	Monday, Registration.
June	8	Tuesday, Class work begins.
July	13	Tuesday, Close of the first session of the summer quarter.
July	14	Wednesday, Registration for the second session of the summer quarter and beginning of class work.
August	20	Graduation exercises, 10:00 A.M. Close of Summer Quarter.

Classes will meet on the following Saturdays:
June 12, 26; July 10, 24; August 7.

Students entering after class work has begun must pay an extra fee of $2.00 for late registration.

BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXIX July, 1942 Number 1

ANNOUNCEMENTS
1942-1943

The Fifty-Sixth Year

THE TROY STATE TEACHERS COLLEGE IS A MEMBER OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

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STATE BOARD OF EDUCATION

Governor FRANK M. DIXON, *President,* Montgomery, Alabama

Name	*Address*	*Congressional District*	*Term Expires*
C. M. S. ROGERS	Mobile	First	1943
EARL MCGOWIN	Chapman	Second	1947
N. D. DENSON	Opelika	Third	1943
HARRY M. AYERS	Anniston	Fourth	1945
JOE STARNES	Guntersville	Fifth	1943
L. H. ELLIS	Columbiana	Sixth	1943
DR. J. S. WITTMEIER	Oneonta	Seventh	1947
A. H. CARMICHAEL	Tuscumbia	Eighth	1947
DONALD COMER	Birmingham	Ninth	1943

Superintendent A. H. COLLINS, *Secretary and Executive Officer*
Montgomery, Alabama

OFFICERS OF ADMINISTRATION, 1942-1943

CHARLES BUNYAN SMITH B.S., M.A., ED.D ..... *President*
IRWIN A. HAMMER, ED.D. .... *Coordinator of Instruction and Director of Field Service*
C. T. PARKER, B.S. ..... *Treasurer and Purchasing Agent*
R. H. ERVIN, ED.D. ..... *Registrar*
LUCILLE BLAN SAWTELL, B.PH. ..... *Associate Registrar*
THELMA KATHLEEN CATES, B.A., B.S.L.S. ..... *Librarian*
LULA OWENS POWERS ..... *Secretary to President*
ELEANOR H. POE ..... *Dietitian*
AUXFORD S. SARTAIN, M.A. ..... *Dean of Men*
BOYCE GARRETT, M.A. ..... *Dean of Women*
MARY E. RICH, R.N. ..... *College Nurse*
JAMES O. COLLEY, M.D. ..... *College Physician*
DON S. PATTERSON, M.A. ..... *Director Laboratory School*
C. A. FARMER, M.A. ..... *Superintendent of Buildings and Grounds*

FACULTY

CHARLES BUNYAN SMITH, B.S., M.A., ED.D.
President
B.S., Troy State Teachers College, 1922; M.A., George Peabody College for Teachers, 1927; Ed.D., Teachers College, Columbia University, 1940; Director, Division of Instruction, Alabama State Department of Education, 1935-1937; President, State Teachers College, Troy, 1937—

EDWARD MADISON SHACKELFORD, B.A., M.A., LL.D.
President-Emeritus
B.A., University of Alabama, 1885; M.A., University of Alabama, 1888; LL.D., University of Alabama, 1913; Professor, Troy State Teachers College, 1887-1899; President, Troy State Teachers College, 1899-1936; President Emeritus, Troy State Teachers College, 1936—

MARTHA JANE BALLARD, B.S., M.A.
Art
Alabama College, 1916-17; B.S., University of Alabama, 1918; Teachers College, Columbia University, 1928; M.A., University of Chicago, 1935; Troy State Teachers College, 1931—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History
Graduate, Troy Normal College, 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

EMILY SINCLAIR CALCOTT, B.S., M.S., PH.D.
Assistant in English
B.S., State Teachers College, Farmville, Va., 1924; M.S., University of Virginia, 1928; Ph.D., University of Virginia, 1931; State Teachers College, Troy, 1934—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian
B.A. in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

ALBERT E. CHOATE, B.S.
Director of Athletics
B.S., East Tennessee Teachers College, 1926; Graduate Student, University of North Carolina, 1927; Peabody College, 1928; Alabama Polytechnic Institute, 1931, 1936; Northwestern University Coaching School, 1937; State Teachers College, Troy, 1937—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

ROBERT HUGH ERVIN, B.A., M.A., ED.D.
Psychology
B.A., University of Virginia, 1918; M.A., 1920; M.Ed., 1923; Ed.D., 1929, Harvard University; State Teachers College, Troy, 1931—

CURREN ADAMS FARMER, B.S., M.A.
Physical and Health Education for Men
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

CURREN M. FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College, 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

LAURESON FORRESTER, B.S., M.A.
Physical and Health Education for Women
B.S., Peabody College, 1926; M.A., Peabody College, 1933; State Teachers College, Troy, 1933—

BOYCE GARRETT, B.A., M.A.
Dean of Women, Mathematics
B.A., Huntingdon College, 1929; M.A., University of Alabama, 1933; Columbia University, summers, 1938, 1939; State Teachers College, Troy, 1934—

LORAINE ESTELLE HAMIL, B.PH., B.S., M.PH., M.A.
Third Grade Critic Teacher
M.A., University of Alabama, 1936; B.Ph., Troy Normal College, 1896; M.Ph., Troy Normal College, 1898; B.S., Peabory College, 1921; State Teachers College, Troy, 1905—

IRWIN A. HAMMER, B.A., M.A., ED.D.
Education
B.A., Park College, Parkville, Mo., 1920; M.A., University of Colorado, 1927; Ed.D., Teachers College, Columbia University, 1939; State Teachers College, Troy, 1937—

GEORGE WILLIAM HOPKINS, B.A., M.A.
Critic Teacher, Secondary Grades
B.A., 1930; M.A., 1942, Furman University; University of N. C., 1939; University of Kentucky, 1940; State Teachers College, Troy, 1941—

RUBY LOIS HUBBARD, B.S., M.A.
Fourth Grade Critic Teacher
B.S. in Ed., State Teachers College, Statesboro, Georgia, 1938; M.A., Peabody College, 1942; University of Georgia, summers of 1934 and 1936; Troy State Teachers College, 1941—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S. in Education, Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

EMMETT KILPATRICK, B.A., M.A., DOCTEUR ES-LETTRES
French
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

FLORENCE OLIVIA LEE, B.A.
First Grade Critic Teacher
B.A., Alabama College, Montevallo, 1936; Graduate, St. Mary's Episcopal College, Raleigh, N. C.; Teachers College, Columbia University, Summer, 1939; State Teachers College, Troy, 1938—

MARY F. McCARTHY, B.S., M.A.
Sixth Grade Critic Teacher
Graduate, Columbus, Ohio, Normal School, 1921; B.S. in Ed., Ohio State University, 1924; M.A., Ohio State University, 1925; Student University of Marburg, Germany, winter term, 1931-1932; Student, Columbia University, 1932-1933; State Teachers College, Troy, Alabama, 1936—

DON S. PATTERSON, A.B., M.A.
Director Laboratory Training School
Western Washington College of Education, Bellingham, Washington, 1927; A.B., Washington State College, Pullman, Washington, 1930; A.M., Colorado State College of Education, 1936; Professional Diploma, Teachers College, Columbia University, New York; State Teachers College, Troy, 1940—

RICHARD CONNELLEY PECK, B.A., M.A.
English
B.A., Park College, 1935; M.A., George Peabody College for Teachers, 1936; Graduate Study, George Peabody College for Teachers; State Teachers College, Troy, 1940—

LAWRENCE L. PETERSON, B.E., M.S.
Music
B.E., State Teachers College, Moorhead, Minnesota, 1935; M.S. 1941, University of Southern California; Graduate student, State Teachers College, Morehead, Minnesota, 1935-36; Concordia College Conservatory of Music, Fargo, N. D., 1936-37; University of Southern California, 1938-39, Summer Sessions 1938, 1939, 1940; State Teachers College, Troy, 1939—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of N. C., 1930-31; State Teachers College, Troy, 1919—

MYRA SEGARS, B.PH., B.S., M.A.
Mathematics
B.Ph., Troy Normal College, 1900; B.S., Teachers College, Columbia University, 1923; M.A., Columbia University, 1929; State Teachers College, Troy, 1915—

L. LEMAR STEPHAN, B.S., PH.M.
Geography
B.S., Western Kentucky State Teachers College, Bowling Green, 1932; Ph.M. in Geography, University of Wisconsin, Madison, 1933; further graduate study, Clark University, Worchester, Mass.; Western Kentucky State Teachers College, 1935; East Carolina Teachers College, Greenville, N. C., 1936-37; Kent State University, Kent, Ohio, 1938-41; State Teachers College, Troy, 1941—

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VIOLET GROSS ERVIN, B.A., MUS.B.
Piano (Private)
B.A., Tennessee College and Diploma in Piano, 1916; Mus.B., Chicago Musical College, 1926; Dr. Charles A. Garett (Organ), Rudolph Reuter, (Piano); Percy Grainger; Alexander Raab (Piano), Louis Victor Saar (Harmony and Counterpoint), Felix Borowski (Composition); Stuart Mason (Piano and Harmony), and Henry Dunham (Organ); Graduate study, George Peabody College for Teachers, two quarters; private teacher of piano, Troy State Teachers College, 1941—

OLIVIA KIRBY RAINER, B.A.
Voice (Private)
B.A., Western Kentucky State Teachers College, 1928; Graduate Student, New York University, 1930; Troy State Teachers College, 1928-29; Voice (private), 1932—; Glee Club Director, 1936-40; private teacher of voice, Troy State Teachers College, 1941—

Physics and Chemistry
(to be supplied)

STANDING COMMITTEES OF THE FACULTY, 1942-1943

ADMISSIONS, CLASSIFICATION AND CREDITS: Dr. Ervin, Chairman; Miss Segars, Mrs. Sawtell, Mrs. Bynum, Dr. Kilpatrick.

DISCIPLINE: Mr. Sartain, Chairman; Mr. Choate, Miss Garrett, Mr. Stephan, and two students.

SCHEDULES: Dr. Hammer, Chairman; Mr. Stephan, Miss Garrett, Mr. Patterson. Students—Mamie Hafner, Nell Conway, John Curtis Carmichael, Frances Himburg, Farnum Jackson, Sara Lynn Johnson, William Clipson.

BUILDINGS AND GROUNDS: Mr. C. A. Farmer, Chairman; Mr. Parker, Miss Poe, Miss Forrester, Mr. Stephan.

ATHLETICS: Mr. Parker, Chairman; Mr. Choate, Mr. C. A. Farmer, Miss Forrester.

PLACEMENT: Dr. Ervin, Chairman; Mr. Patterson, Vice-chairman; Miss Hamil, Mr. Choate.

ANNUAL HOME-COMING: Mr. Sartain, Chairman; Miss Segars, Miss Hamil, Dr. C. M. Farmer, Students.

ALUMNI RECORDS: Mrs. Bynum, Chairman; Mrs. Sawtell, Mr. Parker.

PUBLICITY: Dr. Calcott, Chairman; Mr. Peck, Dr. C. M. Farmer, Mrs. Sawtell, Students.

COLLEGE PUBLICATIONS: Dr. Ervin, Chairman; Dr. Kilpatrick, Mr. Peck, Miss Segars.

ASSEMBLY PROGRAMS: Dr. Ervin, Chairman; Dr. Calcott, Miss Cates, Mr. Stephan, Mr. Peterson, Students.

HEALTH: Mr. C. A. Farmer, Chairman; Dr. Colley, Miss Forrester, Miss Rich, Students.

INTERIOR DECORATION: Miss Ballard, Chairman; Mr. C. A. Farmer, Mrs. Bynum, Students.

CURRICULUM AND INSTRUCTION: Dr. Hammer, Chairman; Dr. Ervin, Mr. Peck, Miss Cates, Miss Garrett, Mr. Patterson.

ANNUAL ALUMNI LUNCHEON AT STATE A. E. A. MEETING: Mr. Parker, Chairman; Miss Forrester, Mr. Sartain, Miss Garrett.

COMMENCEMENT PROGRAMS: Mr. Peck, Chairman; Mr. Parker, Mr. Peterson, Miss Garrett.

GUIDANCE AND STUDENT PERSONNEL: Dr. Hammer, Chairman; Miss Garrett, Vice-chairman; Dr. Ervin, Mr. Patterson, Mr. Sartain, Miss Forrester, Miss Poe.

ARTS PROGRAM: Mr. Parker, Chairman; Mr. Peterson, Miss Ballard, Miss Garrett.

STUDENT AFFAIRS: Mr. Peck, Chairman; Mr. Sartain, Mr. Choate, Miss Garrett, Miss Forrester, Mr. Parker.

CHILD GROWTH AND DEVELOPMENT: Mr. Patterson, Chairman; Miss Forrester, Mr. C. A. Farmer, Miss Rich, Miss Ingram, Mr. Hopkins.

EVALUATION AND MEASUREMENT: Dr. Ervin, Chairman; Miss McCarthy, Miss Garrett, Miss Hamil, Mr. Hopkins, Mr. Peck.

*The President of the College is ex-officio member of all Committees.

General Information

THE COLLEGE AND DEFENSE PROGRAM

Courses of instruction leading toward the bachelor's degree at the Troy State Teachers College have been approved by United States armed services, for young men who are approved for officer training. Such young men are allowed to complete either a substantial part or the whole of their college training before being called for active military or naval service.

THE COLLEGE GUIDANCE PROGRAM

Freshman young men and young women at the Troy State Teachers College receive close, thorough, and sympathetic guidance. Each student works under the constant guidance and counselling of his faculty adviser, with whom he must have several hours of instruction and counselling every week, in the Freshman Program of studies recommended for all incoming freshman students. Faculty members and upper classmen at "Troy" have established a strong tradition of friendliness in their helpful attitude toward seeing to it that every freshman gets the very best start possible on his college career. It is the belief here that an excellent start in college life means that the student is at least half-way in his progress toward real success.

STUDENT ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at "Troy" through organized activities. Students are encouraged to participate actively in those which will promote his own personal growth and development, and which help him to make his contribution to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus. The purpose statement of this organization, revised by a committee in 1938, reads as follows:

Article II

The purpose of this organiation shall be to provide opportunities for the practice of good citizenship and democracy; to

promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.

The officers for 1942-43 are:

President.....G. Douglas Gafford
Vice-President.....Wilburn J. Norman
Secretary-Treasurer.....J. Auxford Sartain

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

THE TROPOLITAN

The Tropolitan is the college newspaper and is issued twice a month by a staff of students under the guidance of a faculty adviser.

PI KAPPA OMEGA

Pi Kappa Omega is a local honor society which was organized in 1936 for the purpose of recognizing and encouraging superior scholastic achievement and leadership, and to develop high professional standards in the teaching profession.

ALPHA PSI OMEGA

Eta Sigma Chapter of Alpha Psi Omega, national honorary dramatic fraternity, was installed in 1939. It seeks to recognize and stimulate excellence in the field of dramatic production.

DRAMATIC CLUB

Membership in the Dramatic Club is open to any student who is interested in the study, writing, and production of plays, and who has some talent in that field.

GEOGRAPHY AND CONSERVATION COUNCIL

The Troy Geography and Conservation Council was established in 1939 for the purpose of promoting geographic study. A grove of tung oil trees has been planted on the campus as a project of the Council. The collection of maps and materials is another continuing project of the group.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

THE BAND

A thirty piece Band was organized in the fall of 1939, the College providing a number of instruments. Membership is open to those who have had band experience, or who show promise of developing proficiency in some instrument.

MALE OCTET

This group, organized in 1939, has already given many public concerts and several radio broadcasts. Membership depends upon vocal excellence. Vacancies are filled by the Director of Music.

INTERNATIONAL RELATIONS CLUB

The International Relations Club exists for the purpose of stimulating intelligent interest in international affairs. Membership is open to students with good standing in the Department of History and Social Science.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the Library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, etc. The "Troy" W. A. A. is a member of the National Athletic Association.

"T" CLUB

Men who have earned a letter in football and baseball are eligible for membership in this organization.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

WESLEY FOUNDATION

The Methodist students carry on their denominational work and study program through weekly meetings on the campus and in cooperation with the local Methodist Church.

SORORITIES

There are four local sororities on the campus which are open to new members upon invitation. They are:

Chi Delta
Pi Kappa Delta
Sigma Kappa Pi
Zeta Beta Phi

PAN-HELLENIC

The Pan-Hellinc Council, which is composed of two representatives from each of the four sororities, serves as the co-ordinating agency for standards and activities of the four sororities.

CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality.

To encourage and develop student talent, the College sponsors, as a part of the public entertainment program, plays by the Dramatic Club. Outstanding among these in recent years have been "The Importance of Being Earnest," "She Stoops to Conquer," "The Dover Road," and several one-act plays.

Speakers representing many fields of interest and knowledge are presented on the weekly Assembly programs.

SELF-HELP

There are a few self-help places offered to exceptional students who cannot attend college without aid. For further information address the President.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky, or President C. B. Smith, Troy, Alabama, for full information. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs. Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Memorial loan funds for assistance to superior students have been established by friends in honor of: Dr. F. J. Cowart, Dr. E. M. Wright, Mr. J. C. Foshee, and Mr. Wyche G. Pruett.

Loan funds have been established also by the Alabama Federation of Women's Clubs, the "Troy" Women's Athletic Association, the Geneva Athenaeum Club, the Birmingham News, and the Geographic Study Club of Troy. Applications for assistance from these funds may be made to the College Treasurer, Mr. C. T. Parker, who will file each application with the proper official in charge of each respective fund.

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has the excellent health and entertainment facilities, paved streets, and conveniences of a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The many so-

cial, church, and school organizations furnish frequent wholesome and instructive entertainment; and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are four college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, and the new Health and Physical Education building.

KILBY HALL is a one story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beautiful open court which encloses four large pecan trees and in which is a concrete stage for open air entertainments.

BIBB GRAVES HALL, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the colonial style of architecture; and, for the present, it houses not only the classrooms, but the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

SHACKELFORD HALL is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary, and for the present the heating plant is located in the basement of this building. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through—an ideal retreat for the girls who reside on the campus. This building is named in honor of President Shackelford, who has devoted his life to the service of the institution.

EDGAR M. WRIGHT HALL. A new Health and Physical Education Building, equipped for basketball and other sports, has just been completed.

The building is a handsome, two-story structure of colonial architectural style. Tennis courts and landscaped gardens add to the attractiveness of the outside of the building.

THE SWIMMING POOL. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

GOLF COURSE AND SCENIC DRIVEWAY. A golf course covering many acres of ground, with nine holes and with a par score of 32, is an important campus feature. Students are admitted to the course free and town people pay a small fee. A scenic driveway and a lagoon of several acres furnish other attractive features for recreational life and for instruction in the field sciences.

THE LIBRARY

THELMA K. CATES, Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program of the institution. This work is supplemented by instruction in the use of the materials in the library and reading rooms of the Laboratory School housed in Kilby Hall.

In response to the pressing demands of curriculum construction work on both the college and public school levels and in keeping with the demands occasioned by the increased tempo of educational progress, many important additions have been made in every department of the Library in recent months. The book collection now numbers about 18,000 volumes, exclusive of public documents; and the periodical list includes 150 magazines valuable in the cultural and professional development of the college community. The Library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms, the physical aspect of which has been recently improved by the addition of new equipment.

THE INFIRMARY

JAMES O. COLLEY, JR., M.D., Physician
MARY E. RICH, R.N., College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the College physician, and it is equipped with modern hospital furnishings. Students are well cared for in every particular.

THE COLLEGE SUPPLY STORE

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold. The Store is a recreation center in after-school hours where students gather for refreshment and for a good social time.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to recommend teachers to suitable positions.

THE ALUMNI ASSOCIATION

An active organization of the Alumni Association includes about 2,600 members from our graduates of the two-year and four-year courses. Several classes have established scholarships and others have made contributions to the equipment of the College.

ENTRANCE REQUIREMENTS

1. *Admission by Certificate.* An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. *Admission by Certificate and Examination.* An applicant from an unaccredited high school who presents a satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. *Admission by Examination.* An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. *Admission as Special Students.* Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. *Admission with Advanced Standing.* Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with 48 hours of credit are classified as sophomores: those with 96 hours are classified as juniors; and those with 144 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load. The normal load is sixteen hours.

Students enrolling one week after class work begins have their load reduced for that quarter unless during their last quarter in college they made an average grade of B. Those entering as late as the beginning of the third week must take three hours less than the normal load; and if any wish to enroll still later, they are limited to credit for a half-quarter. Students are not permitted late enrollment beyond one day on a half-quarter of work.

The minimum load for any student is considered to be twelve hours for the quarter except by special permission.

Persons living near the college who wish to register for one or two courses for which they are qualified to enter may register as part-time students upon application to the registrar.

A student withdrawing is entitled to no credit unless the registrar has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

* GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree from a state teachers college must satisfy the following conditions:

1. No student will be permitted to graduate with less than three-quarters of full-time residence work, one of which must be the quarter next preceding the awarding of the degree.
2. Not more than one-fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.
3. No student will be graduated who has not completed at least 90 clock hours of supervised (or directed) teaching under conditions that have been approved by the State Department of Education.
4. "The student is held responsible for meeting the requirements for graduation and certification as set forth by the state department."

COURSE SUMMARY FOR B.S. DEGREE IN EDUCATION

FRESHMAN YEAR

Course No. and Title	Credit Hours
131, 132, 133. *Bio-Social Development of the Individual* .... (Human Biology (9); Health and Physical Education (3); General Psychology (3); Problems of Modern Society (6).)	21
131, 132, 133. *The Arts in Individual Development* ..... (Literature, including drama (3); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	9
111, 112, 113. *Service Course in English*	9
Special Interest Course (Elective)	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* ..... (Physical Science (6); Geography (3).)	9

*See pages 24 and 25 of Catalog dated July 1, 1941 for summary of credit-hours required for students entering college prior to September of 1940.

231, 232, 233.	*Regional and National Socio-Economic Problems*	12
	(Social Studies (6); Geography (3); Social Psychology (3).)	
231, 232, 233.	*The Arts in Contemporary Society*	12
	(Literature, including Drama (6); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	
231.	*Applied Mathematics*	3
	Physical and Health Education (Elective)	3
	Special Interest Course (Elective)	9
	Total	48

ELEMENTARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title		Credit Hours
Psy. 331, 332, 333.	*Child Development in the Community and Region*	9
	(Human growth and development (6); educational psychology (3).)	
Edu. 371, 372, 373.	*Elementary Education Seminar and Student Teaching*	15
	(Orientation to teaching (3); selection and organization of instructional materials (6); directed teaching (6).)	
Edu. 431, 432, 433.	*Social and Philosophic Foundations of Education*	9
	(History of education (3); principles of education (3); social philosophy (3).)	
Edu. 471, 472, 473.	*Elementary Education Seminar and Student Teaching*	9
	(Child guidance (3); administration and supervision of instruction (3); directed teaching (3).)	
Eng. 361.	*Literature for the Elementary Teacher*	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3

Sc. 361-362.	*Science for the Elementary Teacher*	6
Music 461.	*Music for the Elementary Teacher*	3
Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
	(Electives)	6
	(from other professional or non-professional courses)	
	Special Interest Courses (Elective)	18
	Total	96

SECONDARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region* ..... (Human growth and development (6); educational psychology (3).)	9
Edu. 381, 382, 383. *Secondary Education Seminar and Student Teaching* ..... (Materials and methods in the area of specialization or in the core program (6); directed teaching (3).)	9
Edu. 431, 432, 433. *Social and Philosophic Foundations of Education* ..... (History of education (2); principles of education (3); social philosophy (3).)	9
Edu. 481, 482, 483. *Secondary Education Seminar and Student Teaching* ..... (Pupil guidance (3); selection and organization of instructional materials (3); administration and supervision of instruction (3); directed teaching (6).)	15

English-Social Studies Area	
English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18

OR

Science-Mathematics Area	
Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18
Total	96

(Supplementary Requirements for Graduation)

The requirements for the B.S. degree for students entering on or after June 1, 1942, will be 192 quarter hours.

A student may take a maximum of 20 hours per quarter, provided he has attained a B average in the preceding quarter.

Students who have completed a portion of the work for a degree prior to June 1, 1942, will have the amount of work required for graduation adjusted in terms of the prescribed load at the time the student entered. For example:

a. Persons who entered between September, 1940 and June, 1942, and have attended one quarter, will be required to complete 194 quarter hours.

b. Persons who entered between September, 1940 and June, 1942, and have attended two quarters, will be required to complete 196 quarter hours.

c. Persons who entered between September, 1940 and June, 1942, and have attended three quarters, will be required to complete 198 quarter hours.

d. Persons who entered between September 1940 and June, 1942, and have attended four quarters, will be required to complete 200 quarter hours.

e. Persons who entered between September, 1940 and June, 1942 and have attended five quarters, will be required to complete 202 quarter hours.

f. Persons who entered between September, 1940 and June, 1942 and have attended six quarters, will be required to complete 204 quarter hours.

g. Persons who entered before September, 1940 may graduate, prior to 1945, under the requirements in effect at the time they entered (with certain modifications).

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D for freshmen and sophomores, and C for juniors and seniors.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

TEACHERS' CERTIFICATES

The courses of study described in this catalog have been approved by the State Board of Education for the preparation of the elementary and secondary teachers of the schools of Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below:

A class C elementary professional certificate may be issued to a person who has completed the three years of work prescribed by the State Board of Education for this certificate.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with the con-

ditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A class B elementary professional certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of elementary teachers from an Alabama state teachers college.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high schools, as conditions may require.

A class B secondary professional certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of secondary teachers from an Alabama state teachers college. This certificate will be issued to persons who graduate in this curriculum in the spring of 1942 and thereafter.

This certificate is permanent in eight-year periods and may be continued at the end of the eight year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach subjects on its face, and other high school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned

in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

DEPARTMENT OF FIELD SERVICE

DR. IRWIN A. HAMMER, Director

The Department of Field Service of Troy State Teachers College is offering two types of educational service to the teachers of Alabama. First, the usual academic offerings as described in the Catalogue are being made available to all teachers who desire college credit by extension courses.

Second, field service courses are offered in connection with county-wide programs for the improvement of instruction. This service is being emphasized in an effort to promote the State Program of Curriculum Study and Development.

Credit for this work is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

THE COLLEGE LABORATORY SCHOOL

DON S. PATTERSON, Director

The College Laboratory School is our laboratory school for teachers of Alabama. The laboratory school for teachers accepts a large responsibility to Alabama children and to the teacher training program growing out of the important curriculum revision movement now in progress. We are meeting this responsibility by making a more intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children has been enriched by providing special work in music, art, and physical education with the assistance of College instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The art work has been greatly enriched. The children use many mediums of expression. The physical education work is placing more emphasis on the natural development of children. The

work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

EXPENSES

Board in Dormitories—$60.75 per quarter, or $20.25 per month, payable in advance.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$3.00 per quarter. This fee is paid by all students at the beginning of the quarter, and is not subject to refund.

Deficiency Examination Fee—A fee of $1.00 is charged for each deficiency examination.

Laboratory Fee—A fee of $1.00 is charged for each three-hour course in a laboratory science.

Diploma Fee—All degree graduates pay a fee of $10.00.

Out of State Fee—Students residing in other states must either sign an obligation to teach two years in Alabama or pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property.

*ROOM AND BOARD FOR WOMEN

The State Teachers College is provided with a well equipped, modern dormitory for women, and the rates for accommodations are as follows:

For one quarter of three months, see Expenses. This includes room, heat, lights, and table board. Irons for use in the dormitory must be furnished by the student. A deposit of 50 cents is required for room key, and it is refunded when the key is returned to the dormitory office.

Students withdrawing for unavoidable reasons have the unused part of the board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund the following rates are charged for board: For a month, $20.25; for a single room without roommate, $24.25; for less than a month and more than a week, $6.00 a week; for less than a week, $1.25 per day. No deductions are allowed for absence of a shorter time than two weeks, and then the absence must be for providential cause. Students entering late but receiving credit for a full quarter's work must pay the entire quarter's expenses.

No room is reserved until the reservation fee of $1.00 has been paid to the Treasurer of the College. This $1.00 is credited upon the first month's board.

All boarding students, whether in town or in the dormitories, are subject to the same general regulations, and no student is permitted to board where these regulations are not adopted and maintained as the law of the house.

Students should furnish for room use a cover for couch bed, two pillow cases, four sheets, blankets or comforts, clothes bag, and six towels. All bedding should be for single beds. For dining room use, students are required to supply six napkins. All linens should be plainly marked with the student's name.

ROOM AND BOARD FOR MEN

A maximum of fifty young men can be accommodated in the men's dormitories on the campus at a room rental of $2.50 per month. Men may secure table board at the Shackelford Hall dining room at $18.50 per month, subject to an advance in price with the increase in the cost of food.

*Rates for board are subject to advance with increase in the cost of food.

Also, in the residences of Troy men students may find boarding and rooming accommodations suited to their varying needs, tastes, and purses.

All rooming and boarding places patronized by students are under the supervision of the College authorities.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges in Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusements is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Board should be engaged as early as possible. Reservations for board in Shackelford Hall should be made by sending $1.00 to Mrs. Lula O. Powers, Secretary of the College.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

The Curriculum

The revision of the Teachers College curriculum is an integral part of the movement to develop a more effective program of public education in Alabama. Analysis of the objectives and needs of education, as they relate to the training of teachers, provides the basis for the revision. This analysis reveals the need for teachers who are qualified to guide students in meeting the problems of living as they relate to individual and social development. These problems concern: home and family life, recreational and creative needs, adjustment to the natural environment, socio-economic development, and fundamental values in societal living. It is recognized that the teacher should have a dynamic and integrated personality, with an open-minded attitude toward human values and social needs. He should have a broad concept of the meaning of democracy and of what each individual should contribute to social and political life. The teacher should be able to relate the training of youth to an intelligent and realistic understanding of the socio-economic needs and potentialities of present-day society, with particular reference to Alabama and the South. He should be prepared by training to assume effective leadership in community life. The effective teacher must have a sympathetic understanding of children, and a sufficiently broad cultural background to enable him to guide the students into a full and effective life in our democratic society.

The outstanding features of the curriculum are:

(1) It provides a uniform program during the first two years for students preparing to teach in either the elementary or secondary field.

(2) The curriculum provides general education core courses in the first two years and also makes provision for special needs and interests.

(3) Professional education in both the elementary and secondary fields is provided in the educational core courses in the junior and senior years.

(4) In the junior and senior years provision is made for further specialization in areas of major interest and concentration.

(5) Much consideration is given to the fact that campus living is an integral part of the student's education.

The program includes five related bodies of instructional and educative experience.

1. General Education Core
   (for freshmen and sophomores)
2. Special Needs and Interests
3. Professional Education
   (for juniors and seniors)
4. Courses in Area Specialization
   (for juniors and seniors)
5. Campus Living

GENERAL EDUCATION CORE

The term, General Education Core, is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

FRESHMAN YEAR

131, 132, 133. *Individual Development* ..... 30 hours
Bio-Social Development of the Individual
The Arts in Individual Development

SOPHOMORE YEAR

231, 232, 233. *The Individual and His Environment* ..... 33 hours
Man and His Natural Environment
Regional and National Socio-Economic Problems
The Arts in Contemporary Society

SPECIAL NEEDS AND INTERESTS

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading, is made. A program is then planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in activities of special interest to them which will contribute to their total development, e.g., activities

offered in the following: chorus, band, ensemble music making, orchestra, plastic and graphic arts, school paper, drama, dance, sports, et cetera.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

FRESHMAN AND SOPHOMORE

Science	Literature
Geography	Mathematics
History	Foreign Language
Art	Physical Education
Music	

Written and Oral English. All freshmen students carry a basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in tests in mathematics given at the time of admission, must be met before entering this course.

Physical Education. All students are required to carry some form of physical education activity during their freshman and sophomore years, unless in the opinion of the physical education instructors and the physician it is better for a student to refrain from such activity for a period of time. Physical education activities are selected according to the needs and interests of the student and upon the advice of the physical education instructors.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years; but certain experiences with children, visits to social agencies, and participating in community activities, provide a background for the student's later professional work.

The professional work includes: a study of human development and the social and philosophic foundations of education; directed observation

and participation in learning situations; experiences in recognizing and using materials of instruction; and experience in evaluating outcomes.

JUNIOR YEAR

331, 332, 333. Child Development in the Community and Region 9 hours.

371, 372, 373. Elementary Education Seminar and Student Teaching 15 hours.

or

381, 382, 383. Secondary Education Seminar and Student Teaching 9 hours.

SENIOR YEAR

431, 432, 433. Social and Philosophic Foundations of Education 9 hours.

471, 472, 473. Elementary Education Seminar and Student Teaching 9 hours.

or

481, 482, 483. Secondary Education Seminar and Student Teaching 15 hours.

AREAS OF SPECIALIZATION

ELEMENTARY EDUCATION

Students preparing to teach in the elementary school must know and understand the nature and needs of children. They must be concerned about human relationships and group living; about problems, conditions and ideals of our democratic society, and about the effects of present-day economic conditions on children. They must participate in programs of action with children where decisions are made and plans developed. They must develop a background of insight and understanding for use in guiding the experiences of children.

In addition, the elementary teacher will be required to include the following "contributing" courses, or their equivalent, in meeting the requirements for the B.S. degree in Elementary Education: English 361, History 361, History 444, Science 361-2, Health and Physical Education 361, Music 461, Art 461 and at least three hours in American History.

SECONDARY EDUCATION

Students preparing to teach in the secondary school may elect to major in either the English-Social Studies Area or the Science-Mathematics Area.

These areas of specialization are designed for preparing the high school teacher:

1. To participate in core curriculum programs.
2. To teach subjects in the area of specialization.
3. To direct one or more student activities.

The areas of specialization are:

1. ENGLISH—SOCIAL STUDIES

The content of the area will include a desirable balance among the following: Speech, writing, literature, history, government, economics, sociology, and geography, as they contribute to the understanding and solution of significant problems.

The 84 hours to be completed in this area of specialization include 30 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 84 hours, not more than 18 may be chosen from contributing areas such as:

Art	Foreign Languages	Library Science
Music	Geography	Psychology

The purposes of the English-Social Studies area of specialization are as follows:

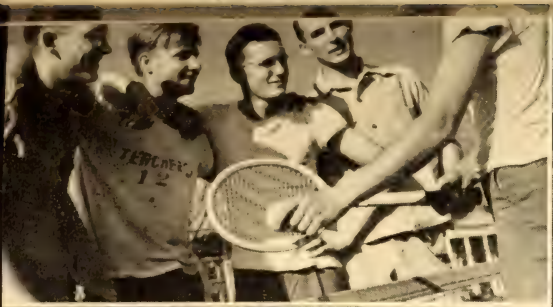
(1) To enable the teacher to render expert service in the core curriculum work of the school.

(2) To enable the teacher to conduct the special interest work, and work in skills and techniques that fall within the broad area of English and Social Studies.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
English	18	18 to 36	36 to 54
Social Studies	12	18 to 36	30 to 48
Contributing areas		0 to 18	0 to 18
Totals	30	54	84



ACTIVITIES
AT
S. T. C.
TROY

Campus Scenes and Activities

Required and Special Interest Courses	66	42	108
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in English and as much as 36 hours in Social Studies, or vice versa. The maximum credit that may be accepted in a contributing area is 18 hours.

2. SCIENCE—MATHEMATICS

The content of this area will include a desirable balance among biology, chemistry, physics, geology, astronomy, and mathematics, as they contribute to the understanding and solution of significant problems.

The 72 hours to be completed in this area of specialization include 18 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 72 hours, not more than 18 may be chosen from contributing areas, such as:

Geography	Industrial Arts	Commercial Arts
Agriculture	Home Arts	

The purposes of this area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum.

(2) To enable the teacher to conduct the special interest work that falls within the broad area of science and mathematics.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
Science	15	18 to 36	33 to 51
Mathematics	3	18 to 36	21 to 39
Contributing areas		0 to 18	0 to 18
Totals	18	54	72
Required and Special Interest Courses	78	42	120
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in Science and as much as 36 hours in Mathematics, or vice versa. The maximum credit that may be accepted in one contributing area is 18 hours.

CAMPUS LIVING

Campus living is considered an integral part of the student's general education and constitutes laboratory experience for the comprehensive general education courses. The student's care of his room, clothes, and personal belongings; his budgeting and use of time and money; and his participation in social life and responsibility; are all important areas of living in which it is expected that the student will maintain high standards. Standards attained by the student in these areas will be an important factor in the evaluation of his work in the appropriate comprehensive courses of the General Education Core.

COURSE SUMMARY FOR B.S. DEGREE IN EDUCATION

FRESHMAN YEAR

Course No. and Title	Credit hours
131, 132, 133. *Bio-Social Development of the Individual* .... (Human Biology, Health and Physical Education, General Psychology, Problems of Modern Society)	21
131, 132, 133. *The Arts in Individual Development* ..... (Literature, including drama; Music and Rhythms; Plastic, Industrial, Graphic, and Home Arts)	9
111, 112, 113. *Service Course in English*	9
Special Interest Course (Elective)	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* ..... (Physical Sciences and Geography)	9
231, 232, 233. *Regional and National Socio-Economic Problems* ..... (Social Studies, Geography, and Social Psychology)	12

231, 232, 233.	*The Arts in Contemporary Society* (Literature, including drama; Music and Rhythms; Plastic, Industrial, Graphic, and Home Arts)	12
231.	*Applied Mathematics*	3
	Physical and Health Education (Elective)	3
	Special Interest Course (Elective)	9
	Total	48

JUNIOR AND SENIOR YEARS

Elementary Education Curriculum

Course No. and Title		Credit hours
Psychol. 331, 332, 333.	*Child Development in the Community and Region* (Human growth and development, educational psychology).	9
Educ. 371, 372, 373.	*Elementary Education Seminar and Student Teaching* (Orientation to teaching, selection and organization of instructional materials, directed teaching).	15
Educ. 431, 432, 433.	*Social and Philosophic Foundations of Education* (History of education, principles of education, social philosophy).	9
Educ. 471, 472, 473.	*Elementary Education Seminar and Student Teaching* (Child guidance, administration and supervision of instruction, directed teaching).	9
Eng. 361.	*Literature for the Elementary Teacher*	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3
Sc. 361-362.	*Science for the Elementary Teacher*	6

Music 461.	*Music for the Elementary Teacher* . . .	3
Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
	(Electives)	6
(from either professional or non-professional courses)		
	Special Interest Courses . . . . . (Elective)	18
	Total	96

JUNIOR AND SENIOR YEARS

Secondary Education Curriculum

Psychol. 331, 332, 333.	*Child Development in the Community and Region*	9
(Human growth and development, educational psychology).		
Educ. 381, 382, 383.	*Secondary Education Seminar and Student Teaching*	9
(Materials and methods in the area of specialization or in the core program, directed teaching)		
Educ. 431, 432, 433.	*Social and Philosophic Foundations of Education*	9
(History of education, principles of education, social philosophy).		
Educ. 481, 482, 483.	*Secondary Education Seminar and Student Teaching*	15
(Pupil guidance, selection and organization of instruc-		
(Pupil guidance, administration, and supervision of instruction, directed teaching).		

English-Social Studies Area

English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18

OR

Science-Mathematics Area

Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18
Total	96

Courses of Instruction

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. *Bio-Social Development of the Individual.* Twenty-one hours credit. Required of all freshmen except by special permission. Continuous throughout the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to maturity; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of revolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. *The Arts in Individual Development.* Nine hours credit. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of: literature; the plastic, graphic, and home arts; and music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to further the cultural and recreational life of the college campus and sur-

rounding community. Emphasis is placed upon the understanding of the relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. *Man and His Natural Environment.* Twelve hours credit. Required for sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community, this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of biology, anthropology, geology, climatology, and ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. *Regional and National Socio-Economic Problems.* Fifteen hours credit. Required of sophomores except with permission. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon instiutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in all phases of his activity—regional, national, international —will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. *The Arts in Contemporary Society.* Twelve hours credit. Required of sophomores except with permission. Continuous through the year.

DEPARTMENT OF EDUCATION

DR. HAMMER, MR. PATTERSON, MR. HOPKINS, MISS McCARTHY, MISS ELDER, MISS HUBBARD, MISS HAMIL, MISS INGRAM, MISS LEE

371, 372, 373. *Elementary Education Seminar and Student Training for Juniors.* Required of Juniors preparing for the B.S. degree in elementary education. Fifteen hours credit.

The seminar is continuous through the three quarters of the year with related contacts in the campus elementary school and the community. During one full quarter a large part of the day is spent in student teaching in the campus school, followed by a regularly scheduled conference with the critic teacher on important principles and practices growing out of the day's experience. In the seminar the student compares experiences and evaluates these in terms of sound principles of teaching, learning and organization. The student shares in planning the work of the seminar; arranges for conferences with subject matter specialists and community workers; and organizes educational trips.

381, 382, 383. *Secondary Education Seminar and Student Teaching for Juniors.* Nine hours credit.

The secondary education seminar may extend through the three quarters of the junior year or may be concentrated in one or two quarters. It includes:

1. Study of the American secondary school, its historical development, objectives and program, organization and administration, and present problems and issues with special emphasis on those of Alabama.
2. Study of the present problems of youth in the United States and in Alabama; appraisal of the work of various local, state, and federal agencies in meeting the needs of youth; and consideration of the responsibility of the public school in meeting the youth situation with particular reference to the extension of secondary school activities to include out-of-school youth and adults.
3. Study of secondary school curriculum and methods with particular reference to the needs of Alabama; the critical examination of various core experiments; plans for extra-curricular activities, guidance, evaluation, records and reports, home room activities.
4. Observation and participation over a wide range of activities with observation concerned with the whole secondary school in its com-

munity setting, and classroom teaching centered in core curriculum work.

401. *The Teaching of Reading.* Three hours credit. Three class periods a week. Required of seniors taking the continuous curriculum.

This course is planned to enable students to understand and to apply the psychology of learning in the teaching of reading, to discover needs, to emphasize diagnostic and remedial work, to set up attainable goals, to acquaint the student with ways and means of establishing desirable reading habits, to inspire a permanent interest in reading, and to measure reading progress.

412. *Directed Teaching.* Three hours credit.

This course is designed to give students experience in classroom instruction carried on under the supervision of trained teachers. Opportunity is provided to put into practice the principles of teaching and the theories of education which have been previously presented and discussed in courses in education.

422. *The Elementary Curriculum.* Three hours credit.

This course is concerned with the problems of curriculum development as they relate to the improvement of instruction in the elementary schools of Alabama. Special emphasis is placed on problems encountered in organizing and carrying forward curriculum improvement in the field.

431, 432, 433. *Social and Philosophic Foundations of Education.* Nine hours credit. Required of seniors.

This is a cumulating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. Special study is made of the American public school, its historic development, its objectives and program, its organization and administration, and present problems in the United States and Alabama.

471, 472, 473. *Elementary Education Seminar and Student Teaching for Seniors.* Required of seniors preparing for the B.S. degree in elementary education. Nine to fifteen hours credit.

The work of the junior-year seminar with responsibilities in an off-campus school situation. The student is expected to make himself, in so far as possible, a part of the school and the community, and to acquaint himself with the general organization and administration of the school

and its relation to the community, as well as to assume responsibility for some classroom teaching.

481, 482, 483. *Secondary Education Seminar and Student Teaching Practicum.* Fifteen hours credit. Required of seniors in secondary education.

The seminar is so conducted as to provide opportunity for the formation of divisional seminars in the major areas of specialization. The divisional seminars are concerned with the practical problem of utilizing the subject matter of the several areas of specialization in meeting the objectives of the school. The content of each seminar includes such topics as the following: purposes of the major area in secondary education, organization of subject matter in terms of purposes, materials and methods of instruction, contribution of the area to the core curriculum, contribution of the area to other areas in the school, evaluation of results.

As in the junior year, emphasis in observation is placed upon the whole secondary school in its entire community setting, and participation includes a wide range of activities. Classroom teaching is centered largely in the high school subjects represented by the area of specialization with ample opportunity to work in the core curriculum.

DEPARTMENT OF ENGLISH

MR. PECK, DR. CALCOTT

111, 112, 113. *Written and Oral English.* Three credit hours each quarter. Required of all freshmen students. Credit in this course will be withheld until a certain competency in both written and spoken English has been achieved. This course includes the study of literature and communication, especially as they relate to the work done in the core courses.

131, 132, 133. *The Arts in Individual Development.* Required of freshmen in the Arts Core. Three hours credit.

211, 212, 213. *English Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature, both poetry and prose.

221, 222, 223. *American Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to American literature, both poetry and prose.

231, 232, 233. *The Arts in Contemporary Society.* Required of sophomores in the Core program. Six hours credit.

241, 242, 243. *World Literature.* Nine hours credit. Elective for sophomores and juniors. This course is an introduction to world literature.

301. *Romantic Poetry.* Three credit hours. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelly, and Keats, and to study several of the major poems of these writers and the period which produced them.

302. *Victorian Poetry.* Three credit hours. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne, and to study selected major poems by these writers and the period which produced them.

303. *Contemporary Poetry.* Three hours credit. Three class periods a week. The purposes of this course are: to offer extensive reading in the poetry of the leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject matter and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

361. *Literature for the Elementary Teacher.* Required of students preparing for the B.S. degree in Elementary Education. Three hours credit. The purposes of this course are to familiarize the student with a wide variety of literature suitable for children; to afford practice in the reading of poetry and prose, in choric reading, and in creative drama; to establish some bases for the selection of literature for children; and to develop in the student an appreciation of the value and importance of literature in the training of children.

401-402. *English Drama.* Six hours credit. Three class periods a week for two quarters. Elective for juniors and seniors. This is a study of English drama from its beginning.

403. *Advanced Composition.* Three hours credit. Three class periods a week. Elective for juniors and seniors. This course consists of practice in writing based upon the study of current questions as discussed in the better class of magazines and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

441. *The English Language.* Three credit hours. Elective for juniors and seniors majoring in English. This course consists of an intensive study of the development of the English language.

442. *Speech.* Three credit hours. Elective for juniors and seniors. This course stresses the improvement of voice and diction, practice in formal and informal speaking, and improvement in oral reading.

443. *Play Production. Three credit hours.* Elective for juniors and seniors. This course is offered for those whose work will be in the field of dramatics as well as those who are interested in developing dramatic ability. The emphasis will be on problems of play production and stage techniques, with particular consideration given to the problems of play production in the elementary and secondary schools.

DEPARTMENT OF FOREIGN LANGUAGES

DR. KILPATRICK

101. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. For students who enter without French or with one year of high school French. The purpose of this course is to establish the ability to read and understand French. Direct method is used.

102. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. Prerequisite: French 101 or the equivalent. This course is a continuation of French 101.

103. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. Prerequisite: French 102 or the equivalent. This course is a continuation of French 102.

201. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: one year of college French or the equivalent. The purpose of this course is to develop fluency and to read works from the more important authors.

202. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 201 or the equivalent. This course is a continuation of French 201.

203. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 202 or the equivalent. This course is a continuation of French 202.

311. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors taking the continuous curriculum. Prerequisite: two years of college French or the equivalent. This course consists of: advanced grammar and practice in using idiomatic French; dictation

in French; conversation based on materials read; reading histories, plays, novels, and short stories; dramatization.

312. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors taking the continuous curriculum. Prerequisite: French 311 or the equivalent. This course is a continuation of French 311.

313. *Advanced French.* Three hours credit. Three class periods a week. Elective for junors taking the continuous curriculum. Prerequisite: French 312 or the equivalent. This course is a continuation of French 312.

441, 442, 443. *French Literature.* Nine hours credit. Continuous through the year. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people by means of literature.

141, 142, 143. *Elementary Spanish.* Nine hours credit. Continuous through the year. Elective for freshmen and sophomores. Juniors may elect this course by special permission. A beginning course with emphasis on reading, and practice in speaking and understanding simple Spanish.

241, 242, 243. *Intermediate Spanish.* Nine hours credit. Continuous through the year. Elective for sophomores, and for juniors and seniors by special permission. Prerequisite: one year of college Spanish or the equivalent. This course includes the rapid reading of prose, simple conversation, and such training in grammar as may be necessary.

DEPARTMENT OF GEOGRAPHY

MR. STEPHAN, DR. KILPATRICK

141, 142, 143. *Western Hemisphere.* Special interest course for freshmen and sophomores. Three credit hours per term. Excursions and field projects to strengthen classroom work with observation and practical application. The course purposes to give (1) an understanding of man's adaptation to his environment—physical, social, economic, and (2) a knowledge of Western Hemisphere regions as factors in hemispheric cooperation.

231. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three credit hours.

233. *Man and His Natural Environment.* Required of sophomores in the Core program. Three credit hours.

241, 242, 243. *Eastern Hemisphere.* Special interest courses for sophomores. Three credit hours per term. This course surveys the regional geography of Asia, Europe, Africa, Australia, and Oceania, with particular emphasis upon American commercial interests and world relations.

301. *Geography of Europe.* Three credit hours. Three class periods a week. Required of juniors taking the continuous curriculum. This course is a study of Europe as a whole, followed by an application of principles learned from the regional study to the various countries of Europe. A geographic basis is established for interpreting economic and social activities in terms of factors of environment.

302. *Geography of Commercial Products.* Three credit hours. Field and library research for class discussion. This course purposes to give an intelligent understanding of geographic factors underlying production and distribution of world commodities, particularly raw material and foodstuffs. Critical elements in primary production, manufacturing, and commerce are analyzed with reference to selected "staples" in world trade.

303. *Geography of the South.* Three hours credit. Three class periods a week. Elective for juniors and seniors. This course stresses an understanding of the natural attributes of the South and a clearer concept of their persistent influences upon social and economic development. The course stresses regionalism in terms of southern problems and potentialities.

331. *Climate and Man.* Three hours credit. Three recitations a week. The purpose of this course is cultural, but it is especially designed as a practical course for teachers of geography, biology, history, and agriculture. It will deal with the following topics: weather and weather observations; elements of climate; climatic regions of the world; climatic plant geography; economic plant geography; world distribution of population; climatic essentials in the geography of the continents and some of the leading countries of the world.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MR. FARMER, MISS FORRESTER

The aim of this department is to promote a sound program of health and recreation for each student, based on his or her individual needs. Through an acquaintance with the principles of hygiene and through organized courses in physical education, it is the purpose of the department

to create in each individual a lasting interest in and a desire for some form of recreation.

In the freshman program, all students will take the course entitled "Bio-Social Development of the Individual." A portion of this course will deal with the health needs and physical development of the individual. Among other things, the course will help students develop proficiency in the use of the body, along with an appreciation of the need for physical activities. It will emphasize problems of the individual.

In the sophomore year, all students are required to carry three quarter-hours of physical education activities. These are to be determined in terms of the needs and interests of the student.

In the junior and senior years, all prospective elementary teachers will be required to take the three-hour course entitled "Health and Physical Education for the Elementary Teacher," and three hours of physical education activities, in addition to the requirements of the freshman and sophomore years.

Elective courses in activities should meet the following requirements:

1. One course should be elected from the Team Sport Group.
2. Two courses should be elected from the Individual Sport and Activity Group.
3. One course should be taken from the Rhythmics Group.
4. Other courses may be taken from any group of activities upon the approval of the head of the department.

Physical education activities and courses of instruction are offered to prospective secondary teachers in the junior and senior years on an elective basis.

Regulation uniforms and shoes are required. New students should purchase these from the College Supply Store.

INDIVIDUAL SPORTS AND ACTIVITIES

141. *Tennis for Men and Women.* One hour credit. Two class periods a week. This course deals with the basic techniques, strokes, and team tactics of the game—singles and doubles play. The game will be taught and developed through lectures, films, demonstrations, and much participation. Separate classes will be given for men and women.

142. *Golf for Men and Women.* One hour credit. Two class periods a week. Instruction will be given in the basic strokes, techniques, and skills of the game. Men and women will be taught in the same class group.

143. *Archery for Men and Women.* One hour credit. Two class periods a week. Fundamental techniques of the sport will be given, and care and upkeep of the equipment will be emphasized.

144. *Track and Field Activities for Men.* One hour credit. Two class periods a week. This course will include track and field events and will place some emphasis on the coaching of these events.

145. *Stunts and Tumbling for Men and Women.* One hour credit. Two class periods a week. This is an introductory course to tumbling techniques. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives, etc., will be taught. Self-testing stunts and group stunts will be introduced and some emphasis placed on pyramid building. Separate classes will be given for men and women.

146. *Badminton for Men and Women.* One hour credit. Two class periods a week. Instruction will be given in the simple fundamentals of the game, including the forehand and backhand drives, the clear and the serve. Team tactics and plays for the singles and doubles game will be emphasized.

241. *Beginners' Swimming for Men and Women.* One hour credit. Two class periods a week. Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes. Classes for men and women will be held separately.

242. *Intermediate Swimming for Men and Women.* One hour credit. Two class periods a week. This course provides further instruction in strokes and emphasizes form. Simple diving will be taught and water games will be included. Classes for men and women will be held separately.

243. *Recreational Games for Men and Women.* One hour credit. Two class periods a week. Techniques and skills will be taught in the following activities: Deck tennis, shuffle-board, aerial darts, croquet, ping pong, horseshoes. The popularity of these activities has stimulated interest in studying the game techniques.

TEAM SPORTS

151. *Volley Ball for Men and Women.* One hour credit. Two class periods a week.

152. *Basket Ball for Men and Women.* One hour credit. Two class periods a week.

153. *Field Ball and Soccer for Men and Women.* One hour credit. Two class periods a week.

154. *Soft Ball for Men and Women.* One hour credit. Two class periods a week.

Skills and team tactics will be developed in each of the above mentioned team sports. Classes for men and women will be taught separately. The courses for men will emphasize the coaching of the sport where the class feels a need for this type of help.

RHYTHMS

251. *Beginning Folk Dancing for Men and Women.* One hour credit. Two class periods a week. A wide variety of dances from various countries will be included in this course. Dances involving simple steps will be taught with the primary emphasis being placed on the country and square dances of the South.

252. *Intermediate Folk Dancing for Men and Women.* One hour credit. Two class periods a week. The dances of various nations will be taught, but only those will be included that are based on the more complicated steps and figures.

254, 255, 256. *Ballroom Dancing for Men and Women.* Three hours credit. Two class periods a week. This course proposes to teach the techniques and fundamentals involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course, the more advanced steps will be included: tango, rhumba, conga, etc. The course numbers designate beginners, intermediate, and advanced phases.

COURSES OF INSTRUCTION

These classes should be taken in the junior and senior years.

361. *Health and Physical Education for the Elementary Teacher.* Three hours credit. Three class periods a week. This course deals with

such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of plays and games suitable for elementary children.

341. *Community Recreation.* Three hours credit. Three class periods a week. This course trains the student in the most efficient methods of planning, organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community field days, community sings, community swimming pools, parent-teacher entertainment, church recreational occasions, and private recreation groups. A very helpful bibliography of sources of information on such subjects will be compiled in the course.

DEPARTMENT OF HISTORY AND OTHER SOCIAL STUDIES

MR. SARTAIN, MRS. BYNUM

101, 102, 103. *World History.* Elective for freshmen and sophomores. Three credit hours per quarter.

131, 132, 133. *Problems of Modern Society.* Required of freshmen in the Bio-Social Core. Six credit hours.

201, 202, 203. *American History.* Elective for freshmen and sophomores. Three credit hours per quarter.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Nine credit hours.

301, 302, 303. *English History.* Elective for juniors and seniors. Three credit hours per quarter.

341, 342, 343. *American Government and Politics.* Continuous through year. Nine credit hours, three each quarter. Elective for juniors and seniors. The purpose of this course is to show the function of government in the total life of the people and to prepare students for active participation in group affairs. It will include materials from local, state, and national governments. Much of these materials will be gathered from direct contact with governmental agencies. The purpose will be to develop understandings, participation, and attitudes which will make for more intelligent citizenship in local and national affairs as they function under the democratic processes.

351, 352, 353. *Economics.* Nine hours credit. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

361. *Social Studies for the Elementary Teacher.* Required for students graduating with the B.S. degree in Elementary Education. Among the topics considered are: local government; ways of communication, such as radio, newspapers, magazines; property rights; the child's responsibility for the care of public property; the responsibility of the child in the family and in the community; care for dependents.

401, 402. *Modern European History. Six credit hours.* Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world.

403. *Recent American History since* 1900. Three hours credit. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible.

441, 442. *History of the South.* Six credit hours. Three hours per quarter. This course is designed to develop an understanding of the special problems of the South as a region. Its past history is developed in order to understand the present position of the South in relation to the nation. Emphasis is placed upon the changes which are taking place and the further changes that are needed.

444. *Alabama History.* Three hours credit. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States

451, 452, 453. *Sociology.* Elective for juniors and seniors. Three credit hours per term. This course will combine both the principles of sociology and the problems of modern society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles

of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region. Will not be given in 1942-43.

DEPARTMENT OF MATHEMATICS

MISS SEGARS, MISS GARRETT

100. *Algebra and Elementary College Mathematics.* Three hours credit. Five class periods per week. Elective for freshmen. This course is designed for those students who wish to take Mathematics but are not prepared for Mathematics 101, 102, or 103.

101-102. *College Algebra.* Six hours credit. Three class periods a week for two quarters. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103. *Plane Trigonometry.* Three hours credit. Three class periods a week. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

201. *Mathematical Analysis.* Three hours credit. Three class periods a week. Elective for sophomores and seniors. The purpose of this course is to make functional the several branches of mathematics.

202-203. *Analytic Geometry.* Six hours credit. Three class periods a week for two quarters. Elective for sophomores and seniors. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into formulae and vice versa.

231. *Applied Mathematics.* Three hours credit. Three class periods a week. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement- Development and use of formula and graph will be included.

241. *Mechanical Drawing.* Three hours credit. Five class periods per week. Elective for sophomores and juniors. This course deals with the care and use of drawing instruments; instrument exercises; lettering; geometrical construction; orthographic projection; drawing to scale; tracing; and reading blue prints.

242, 243. *Descriptive Geometry.* Six hours credit. Elective for sophomores and juniors. A critical study of the science of drawing. The location of points, lines, planes; single-curved surfaces; tangent lines and planes; intersection of surfaces; and surface developments.

311. *Differential Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. *Integral Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. *Advanced Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

411. *Differential Equations.* Three hours credit. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The methods of solving differential equations of the first and second orders are studied in this course.

412. *Theory of Equations.* Three hours credit. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The course deals with polynomial functions, complex numbers, trigonometric equations, cubic equations, approximation of roots of numerical equations, determinants.

413. *Theory of Equations.* Three hours credit. Three class periods a week. Elective for seniors. A continuation of 412.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN, MR. PATTERSON, MR. HOPKINS, MISS McCARTHY, MISS ELDER, MISS HUBBARD, MISS HAMIL, MISS INGRAM, MISS LEE

131, 132, 133. *Bio-Social Development of the Individual.* Required of freshmen in the Core program. Three hours credit in developmental psychology.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three hours credit in social psychology.

242. *Mental Hygiene.* Three hours credit. Three class periods a week. Elective. Prerequisite: Psychology 301 or 131. The purposes of this course are: to study the dynamic processes of purposive development; to gain an insightful understanding of progressive adjustment within the individual's inner life and in his interaction with his environment both social and non-social; to promote growth in ability to guide school pupils into wholesome adjustment and out of conflict and maladjustment; and to learn how better to meet the mental health needs in our present-day changing society.

301. *General Psychology.* Three hours credit. Three class periods a week. The purposes of this course are: to acquaint the student with the subject matter of psychology and its development as a science; to interpret to the student the fundamental laws of psychology and the terminology used in psychology; and to develop in the student the ability to criticize his own methods of study.

311. *Advanced Educational Psychology.* Three hours credit. Three class periods a week. Required of juniors taking the divided curriculum. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of psychological criteria. The implications of modern systems of psychological thought for curriculum building are emphasized.

331, 332, 333. *Development of Children and Youth in the Community and Region.* Continuous through the year. Three hours credit each quarter for three quarters. Required of all juniors. On the foundation of the study of the bio-social development of the individual, and of social and economic problems made in the general education cores of the first two years, intensive study is now made of developing children and youth in interaction with community and regional conditions. Human developmental problems are studied with emphasis on needs that are typical of rural and urban cultures. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom, are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of human development, special study is made by the student specializing in the elementary area of the elementary school child; and the student specializing in secondary education emphasizes the study of

the secondary school pupil. Materials from the fields of psychology, sociology, agriculture, home economics, and education are utilized.

401. *Tests and Measures.* Three hours credit. Three class periods a week. Required of seniors taking the divided curriculum. The purposes of this course are: to give an appreciation of accurate measurements in education; to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in constructing classroom tests.

442. *Psychology of Exceptional Children.* Three hours credit. Three class periods a week. Elective. The purposes of this course are: to give a command of techniques for diagnosing mental deficiency and gifted mentality, special mental "gifts" and inferiorities, and marked deviations of psycho-physical development that require psycho-educational understanding and skill on the part of the teacher; to give guided practice in the making of functional case-studies of such exceptional children; and to promote growth in guidance ability to realize the maximum educational advancement for each exceptional school child.

443. *Social Psychology.* Three hours credit. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social interaction, social conflict, and social evolution in the large; and to promote an understanding of the causes of and means of constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which has so largely created him.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

MISS BALLARD, MR PETERSON, MR. CHOATE
ART—MISS BALLARD

101, 102, 103. *Art Appreciation.* Continuous through the year. One credit hour each quarter. Two laboratory periods each week. Elective for freshmen. This course includes a study of arrangement and combination of line, dark and light color, and the fundamental principles of the space arts. Problems in original design are given. Art principles are observed in line examples of painting, sculpture, architecture, and industrial products. Shopping trips will be made for the evaluation of com-

mercial products and for creating a sensitivity to the art needs and possibilities of every day life in this region. Media utilized: pencil, crayon, water color, chalk, and other construction materials from the immediate environment.

311. *Drawing and Art Appreciation.* Three hours credit. Six laboratory periods a week. Elective for juniors. This course is a study of the fundamentals of design through arrangements of line, tone, and color. Original designs are applied to textiles, plates, pottery, lettering, posters, and block printing. Examples of fine design in the crafts are studied. Media: pencil, charcoal, crayon, clay, water color, chalk, cut-paper, ink, and dyes.

312. *Drawing and Art Appreciation.* Three hours credit. Six laboratory periods a week. Elective for juniors. This course includes figure-drawing, still life, perspective, illustration, design applied to the home and costume, and methods of teaching art in the elementary school. Demonstration lessons and practical work are given in relation to the training school. Examples of fine design in architecture, sculpture, and painting are studied. Media: pencil, charcoal, crayon, water color, chalk, ink, clay.

401. *History of Art—Literature.* Three hours credit. Three class periods a week. Elective for seniors. The purposes of this course are to acquaint the students with the history of the development of art in literature among civilized peoples and to familiarize them with outstanding examples of this art in both prose and poetry.

402. *History of Art—Music.* Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student wtih the evolution of music from primitive times to the present.

403. *History of Art.* Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

MUSIC—MR. PETERSON

111, 112, 123. *Applied Music.* Study and practice in solo and ensemble singing. Continuous through the year. One hour credit per quarter. Two class periods a week. It is advised that these courses be taken in sequence, but a placement examination will be given any student

wishing to take the advanced courses. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these courses is to give a maximum number of students a working knowledge of the voice as applied to solo and ensemble singing, to aid each student in developing a beautiful singing voice without the expense of individual instruction, and to give students the necessary preparaton for participation in vesper choir, college choir, and small vocal ensembles.

121, 122, 123. *Applied Music—Band and Orchestra Instruments.* Continuous through the year. One hour credit per quarter. Two class periods a week. Each course is, respectively, a study of woodwind, brass, and string instruments. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these classes is to give a maximum number of students a working knowledge of band and orchestra for entrance in the college bands, orchestra, and other ensembles.

461. *Music for the Elementary Teacher.* Three hours credit. Required of all students preparing to teach in the elementary school. Included in this course are studies of: rhythm games; the social and cultural background of melodies; the development of simple melodies; and music suitable for elementary children. Among the experiences will be those of listening to good music, observing, and directing music periods.

411. *School Music.* Three hours credit. Six class periods a week. Required of seniors taking the continuous curriculum. The purposes of this course are to teach the fundamentals of music and to give opportunity for becoming familiar with the contributions of the great masters.

412. *School Music.* Three hours credit. Six class periods a week. Required of seniors taking the continuous curriculum. Prerequisite: School Music 411. The purposes of this course are to give the student a working knowledge of the materials suggested in the State course of study and the methods of presenting the material, and to develop in the student a greater appreciation of good music and an understanding of the best methods of providing instruction in music appreciation.

INDUSTRIAL AND HOME ARTS—MISS BALLARD AND MR. CHOATE

301. *Industrial Arts—Study of Foods.* Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of nutrition, creating of proper attitude and food habits in young lems of life arising from them. The course deals with the problems of

food nutrition of interest and value to elementary children. It includes a study of nutrition, creating of proper attitude and food habits in young children, source of foods, and something of the work in feeding man. The material is to be integrated with other phases of the curriculum.

302. *Industrial Arts—Study of Clothing and Shelter.* Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in material for his use and the problems arising from them. The course deals with problems of clothing and shelter of interest and value to elementary children. It includes a study of choice, care, and cost of clothing, the relation of clothing to health, the housing of the family, homes of other lands, and something of the work in providing clothing and shelter for man. The material is to be integrated with other phases of the curriculum.

303. *Industrial Arts—Study of Utensils, Records, Tools, and Machines.* Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in materials for his use in the problems of life arising from them. The course deals with the way man has solved the problem. It includes the evolution of utensils, records, tools, and machines, and their influence in saving labor and in making living happier and more pleasant. The material is to be integrated with other phases of the curriculum.

421. *Practical Arts—Food and Nutrition.* Three hours credit. Two class periods and two laboratory periods a week. Elective for seniors. The purpose of this course is to give such knowledge of foods and nutrition that a teacher may choose food intelligently and economically and may form good food habits.

422. *Practical Arts—Clothing and the Home.* Three hours credit. Two class periods and two laboratory periods a week. Elective for seniors. The purpose of this course is to apply principles of art, health, economics, and management to solving the problems of personal dress and the home. The selection of the wardrobe and suitable costumes for various occasions will be emphasized with little work in construction. Attractive, comfortable living quarters will receive attention.

423. *Practical Arts—Social Relationship and Management.* Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to help the teacher become adapted to society.

461. *School and Home Arts for the Elementary Teacher.* Three hours credit. Required of students preparing to teach in the elementary school.

This course deals with color harmony, neatness in dress, attractiveness in room management, arrangement of shrubbery, knowledge of proportion, arrangement of furniture, woodwork, and weaving.

DEPARTMENT OF SCIENCE

DR. FARMER, MR. C. A. FARMER, MR. HOPKINS, MISS FORRESTER

111, 112. *General Zoology.* Six hours credit. Two class periods and one two-hour laboratory period a week. A study of the structure and function of a selected number of lower forms and a more detailed study of a few vertebrate forms. Prerequisites: a year in biology or its equivalent.

Science 113—*General Botany.* Three hours credit. Two class periods and one two-hour laboratory period a week. A study of the biology of the plant, the structure and function of organs, a survey of the kinds of plants and their economic importance, is the work of this course.

131, 132, 133. *Human Biology.* Required of freshmen in the Bio-Social Core. Nine hours credit.

201. *Field Zoology. Three hours credit.* Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology. The purposes of this course are to give the student a biological knowledge of the common animal life of Alabama, and to teach the economic importance of this animal life. The field work consists of excursions to typical animal habitats for the purpose of collecting, identifying, and noting ecological conditions. A few specimens will be preserved and studied in detail.

202. *Physiology.* Three hours credit. Two class periods and two laboratory periods a week. Elective for sophomores. The purpose of this course is to give the student a biological knowledge of the structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction.

203. *Field Botany.* Three hours credit. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology 103. This course demands a knowledge of the local flora, gives the ability to use botanical manuals, and acquaints students with the ecology of plant habitats. Specimens collected on field trips will be studied in as much detail as time will permit.

211, 212, 213. *General Chemistry.* Nine hours credit. Two class and demonstration hours and one two-hour laboratory period a week. The aim of these courses is to give the student a knowledge of the elements and some of their compounds and the laws and theories underlying chemical reactions.

231, 232, 233. *Man and His Natural Environment.* Required of sophomores in the Core program. Nine hours credit.

341, 342, 343. *General Physics.* Nine hours credit. Two class periods and one two-hour laboratory period a week. Mechanics and heat, magnetism and electricity, sound and light, are the topics studied. A practical application of the principles of the science is made in such matters as the use of energy by machines, electricity as power and light and the devices for its use, sound in its relationship to scale and harmony, and light as it applies to optical instruments and photography.

351, 352, 353. *General Science.* Continuous through the year. Nine credit hours, three hours each quarter. Two class periods and a double laboratory period a week. Elective as a special interest course. Required of students electing the Science-Mathematics area. Open to juniors and seniors. The purpose of this course is to help the student understand himself and his environment, to practice accurate thinking, and to discover some laws and concepts of science. Emphasis on the scientific method as an exploratory technique will be made throughout the year's work. Consideration of the scientific basis of contemporary civilization and of science in its function of explaining the physical and biological environment of our changing world, will be given throughout the year's work.

361, 362. *Science for the Elementary Teacher.* Required of students preparing for the B.S. degree in Elementary Education. Six hours credit.

This course includes: (a) The phenomena of the earth and the universe, such as: the solar system, the earth, what the world is made of, the atmosphere; (b) Common phenomena of plant and animal life, such as: adaption of the plant and animal life to environment, similarities of plants and animals, the social life of animals; (c) The phenomena of energy, such as: energy and the world's work, conservation of energy, use of energy, conservation of natural resources, light and sound in communication.

441. *Qualitative Analysis.* Three hours credit. One class period and two two-hour laboratory periods a week. The class discussion deals with the theoretical aspects of the subject. In the laboratory a study of reac-

tions and the detection of unknowns is made. Prerequisite: General Chemistry 211,. 212, 214.

442, 443. *Quantitative Analysis.* Six hours credit. Theories and techniques are discussed in class and the analysis of substances by gravimetric, volumetric and colorimetric methods are made. Prerequisite: 441.

452, 453. *Organic Chemistry.* Six hours credit. Two class periods and one two-hour laboratory period a week. These courses deal with important organic compounds of the hydrocarbons and carbohydrates with particular emphasis upon foods and textiles. Prerequisite: A year of general chemistry.

LIBRARY DEPARTMENT

MISS CATES

241. *Library Methods. Three hours credit.* Two class periods a week. Five hours of laboratory and practice work a week. Elective for juniors and seniors. Class limited to 15 students per quarter. A course designed primarily for students who may become teacher-librarians in public schools. Special emphasis will be placed on the organization, administration and function of the school library in the modern educational system. Introductory work in selection and ordering of books, supplies, and free and inexpensive material; mechanical prepartion of books; simplified cataloging, classification, and library records. A laboratory fee of one dollar is charged for this course.

SUMMARY OF ENROLLMENT

1941-1942

SUMMER QUARTER, 1941

Fresmen		23
Sophomores		65
Juniors		150
Seniors		146
Specials		17
Men	69	
Women	332	
Total		401

REGULAR SESSION, 1941-42

Freshmen		78
Sophomores		65
Juniors		59
Seniors		69
Specials		16
Men	95	
Women	192	
Total		287

Total in Summer Quarter and Regular Session	688
Extension Class (including duplicates)	342
Laboratory School, Summer Quarter and Regular Session	533
Total	1563
Duplicates	87
GRAND TOTAL	1476

REGISTER OF STUDENTS, SUMMER SESSION, 1941

SENIOR CLASS

Name	*County*
Adams, Mrs. Ellie F.	Pike
Adams, Mrs. Mellie B.	Pike
Anderson, Rillie	Geneva
Andrews, Lula	Barbour
Armor, Mrs. Josephine C.	Coffee
Baxter, Evelyn	Barbour
Baxter, Jane Wallace	Barbour
Baxter, Louisa	Barbour
Bird, Dorothy	Coffee
Bodiford, Mrs. Lucille H.	Barbour
Bowden, Mrs. Bessie Jones	Pike
Bowdoin, Mrs. Wilmoth	Geneva
Bowdoin, Wilmoth	Geneva
Brabham, Mrs. Eva G.	Montgomery
Brown, Charles F.	Pike
Bryars, Letha	Baldwin
Byrd, Paul J.	Dale
Cheshire, Vesta	Lee
Childs, Mrs. Ethel Wynn	Geneva
Churchwell, James	Crenshaw
Coggins, Esther Lawson	Pike
Collier, Mrs. Lillian T.	Montgomery
Commander, Faye	Barbour
Cope, Carl Guthrie	Bullock
Coskrey, Homer Sneed	Pike
Coskrey, Mary Elizabeth	Pike
Courson, Sarah Agatha	Pike
Cowart, Willie Lou	Pike
Cunningham, Berenice	Mobile
Deal, Nonie Belle	Houston
Dean, Mrs. Mildred T.	Montgomery
DePriest, Mrs. Maggie H.	Butler
Downey, Mrs. Nora Clayton	Pike
Eidson, Mary	Pike
Elder, Mrs. Lois S.	Jefferson
Evans, Louise	Covington
Floyd, Jessie	Covington
French, Grover Nell	Geneva
Fuller, Mrs. Ethel Harrell	Pike
Gates, Mrs. Frank Pou	Butler
Glenn, Mrs. Carrie S.	Barbour
Goodman, Mrs. Effie	Coffee
Green, Mrs. Gussie	Pike
Griffin, Willie	Houston
Grimmer, Mrs. Bobbie Little	Coffee
Hale, Mrs. Stella T.	Crenshaw
Ham, Ruth	Geneva
Harrelson, Johnny William	Russell
Hayles, Kitty Sue	Baldwin
Helms, Harvey	Houston
Hinson, Andrew	Montgomery
Hix, Mrs. Jessie	Coffee
Holloway, Buena	Houston
Holmes, Ruby Elizabeth	Escambia
Hooks, Mrs. Esther Chancey	Pike
Huff, Millie	Pike
Ingram, Mabel	Covington
Jackson, Myrtle	Geneva
Jackson, Pascal Paul	Crenshaw
Jeffcoat, Eula	Houston
Jenkins, Mrs. Bera Phillips	Pike
Johnson, Sarah	Pike
Kelso, Elizabeth	Montgomery
Kennedy, Martha Claire	Pike
Kersh, Mrs. Alma B.	Autauga
Knight, Adolphus A.	Chambers
Laseter, Vivian H.	Jefferson
Lee, Maude	Houston
Lewis, Wyatt Hubbard	Pike
Lide, Grace Naomi	Montgomery
Little, Ben	Elmore
Littlegreen, Mrs. Sadie R.	Mobile
Loftis, Annette	Escambia
McDurmont, Raymond	Geneva
McKenzie, Eva	Escambia
McLain, Willie Jiles	Henry
McNeill, Evelyn	Montgomery
McNeil, William Thomas	Houston
Maddox, Mrs. Susie B.	Coffee
Mann, Virginia	Tallapoosa
Massey, Gip	Crenshaw
Massey, Ona Pearl	Crenshaw
Milligan, Madelle	Montgomery
Mills, Glennie Rebecca	Montgomery
Mills, Mary Bernice	Henry
Mixson, Mrs. Grace S.	Barbour
Mooney, Mrs. Christine E.	Covington
Moore, Onie Mae	Coffee
Moore, Mrs. Ruth Bowdoin	Coffee
Morris, Lillian	Coffee
Munn, Evelyn	Barbour
Murdock, Rena Lee	Geneva
Nelson, Cabert G.	Coffee
Nelson, Rathma	Mobile
Newberry, Ella Louise	Pike
Norman, Lydia	Crenshaw
Oliver, Grace	Bullock
Peters, Mildred Lenora	Elmore
Phenix, Annie Crete	Pike
Phillips, Wayland Bruce	Geneva
Posey, Ada Kate	Bullock
Powell, Vonnie Ree	Covington
Pullen, Eloise	Pike
Quimby, Mrs. Margaret Sanders	Pike
Reeves, Ernestine	Houston
Rhodes, Doris Oneta	Houston

Name	*County*
Robinson, Flora Mae	Chilton
Rutland, Anna L.	Montgomery
Rutledge, Mrs. Ethel M.	Pike
Sanders, Jerry C.	Pike
Scarborough, John	Barbour
Seay, Fannye Craig	Montgomery
Sellers, Mary Lou	Houston
Sessions, Ruth	Chilton
Shackelford, Ruth	Lamar
Sims, Lexie Bell	Covington
Smith, Blanche	Baldwin
Smith, Ida	Coffee
Smith, Sally Pierce	Geneva
Stapleton, Carolyn	Houston
Starnes, Mrs. Uldeine S.	Clarke
Steagall, Margaret	Henry
Stembridge, Mrs. Vea	Houston
Stone, Sybil	Pike
Teal, Mildred	Barbour
Trawick, Virginia	Henry
Tucker, Elizabeth	Monroe
Walters, Jamie Elinor	Pike
Ward, Leslie	Geneva
Webb, Loraine	Geneva
Weed, Louie	Geneva
Weeks, Mrs. Mae M.	Geneva
Whaley, Mrs. Tex K.	Pike
Williams, Catherine	Lamar
Williams, Mrs. Ethel Dees	Pike
Williams, Mrs. Mae Green	Pike
Willis, Louise	Pike
Wilson, Harvey A.	Covington
Wise, Lessie L.	Escambia
Womble, Lelah W.	Houston
Wood, James S.	Pike
Wood, Mary Benton	Covington
Woodham, Theo	Crenshaw
Wynn, Mrs. Herbert	Geneva
Yarbrough, Mrs. Josephine B.	Elmore
Zachry, Mrs. Elizabeth	Montgomery

JUNIOR CLASS

Abercrombie, Clara F.	Pike
Adams, Elma Avis	Houston
Adams, Ewell B.	Covington
Bailey, Catherine	Walker
Barlow, Helen	Conceuh
Barnes, Frank Wheeler	Escambia
Barnett, Margaret R.	Montgomery
Beasley, Ida Harvin	Houston
Black, Mary Lee	Monroe
Bland, Salomie	Henry
Bostick, Annie Lou	Henry
Bryan, Bertie	Coffee
Burkett, Trixie	Houston
Burnham, Willie Belle	Henry
Calhoun, Sallie Mae Orr	Coffee
Cameron, Blonzie Oleta	Houston
Camp, Neida	Henry
Cauley, Grace	Baldwin
Chambers, Annie	Henry
Chunn, Mrs. Ethel	Covington
Chunn, Marlin A.	Covington
Cofield, Mrs. J. E.	Covington
Cox, Mrs. Suaylor Wyatt	Crenshaw
Crowell, Mrs. Sula N.	Elmore
Cruit, Annie Brooks	Escambia
DeVaughn, Leon L.	Chilton
Dickens, Gertrude	Pike
Dreaden, Frances	Conceuh
Driggers, Pansy	Houston
Duggan, Mrs. Jimmie	Crenshaw
Dupree, James Warren	Macon
Ellis, Bonnie	Crenshaw
Epperson, Arthur	Baldwin
Evans, Velma Lee	Covington
Fields, Sarah Frances	Houston
Findley, Imogene	Covington
Flewellen, Stella	Barbour
Floyd, Grace	Barbour
Foster, Lila	Crenshaw
Freeman, Mrs. Emma	Escambia
Gaillard, Flora	Mobile
Gantt, Berna Dean	Elmore
Garrison, Mrs. Fannie Mae	Pike
Gibson, Eleanor	Tallapoosa
Gibson, Sara E.	Coffee
Gillespie, Tullia Cameron	Houston
Grantham, Mrs. Lina Dunlap	Henry
Griffin, George T.	Bullock
Gumpf, Mrs. Zoramae	Montgomery
Haire, Mary Catherine	Coffee
Haisten, Mrs. Louise C.	Pike
Hall, Raybon Fowler	Henry
Ham, V. S., Jr.	Geneva
Hammock, Applis	Tallapoosa
Hammond, Mrs. Mildred	Barbour
Hanks, Robbie	Monroe
Harris, Mary	Houston
Hartzog, Ralph C.	Barbour
Hause, Mrs. Nell G.	Coffee
Haynes, Pearl	Henry
Helms, Catherine	Dale
Helms, Joy	Covington
Higgins, Elsie	Pike
Horn, Mrs. Madie Bayles	Crenshaw
Hornsby, Edna Lois	Coffee
Howze, Virginia Morgan	Pike
Hudson, Mrs. Jewell Byrd	Dale
Hufham, Mrs. Mary Burt	Barbour

Name	*County*
Ingram, Lucille	Houston
Jackson, K. P.	Coffee
Jackson, Mavis	Geneva
Johnston, Mildred	Pike
Jones, Camille Dorris	Elmore
Kelly, Mary	Coffee
Kelly, Ruth	Geneva
Kendall, Tom M.	Covington
Kirk, Jessie	Crenshaw
Kirkland, Wilma	Covington
Lambeth, Mary Katherine	Lee
Langford, Alice R.	Autauga
Lee, Louise	Dale
Liger, Anava	Pike
Liger, Julia Hayes	Pike
Lipscomb, Mazie	Baldwin
Lockhart, Willie Mae	Henry
Lunsford, J. C.	Covington
McDurmont, Mrs. Raymond	Geneva
McGriff, Christine	Henry
McKinney, Elaine	Chambers
McNeil, Laura Jean	Houston
Martin, Mrs. Addie Belle	Coffee
Mathis, Cornelia	Covington
Merrill, Lottie	Baldwin
Merrill, Lucy	Baldwin
Miller, Annie Sue	Pike
Mobley, Effie Leta	Henry
Monk, Wistee	Henry
Montgomery, Clara Thelma	Elmore
Mooney, Ralph	Covington
Morris, Mae	Coffee
Murphy, Mrs. Eleanor C.	Butler
Neel, Angus D.	Walton, Fla.
Owen, Melba Ruth	Geneva
Owens, Mrs. Arthur	Pike
Parks, Mrs. Annette S.	Pike
Petry, Mrs. Louise Foy	Barbour
Phillips, Mrs. Clarene W.	Tallapoosa
Phillips, William	Barbour
Pinkerton, Estelle	Butler
Prestwood, Mrs. Jimmie P.	Coffee
Reddoch, Mrs. Sarah S.	Butler
Redmon, Mrs. Louise T.	Pike
Rhodes, Karma Lou	Crenshaw
Rhodes, LaVonah	Baldwin
Richburg, Addieleen	Pike
Richburg, Sibyl	Pike
Roberts, Mrs. Clara F.	Barbour
Roberts, Therese	Baldwin
Robertson, James Morris	Pike
Rollins, Helen	Gulf, Fla.
Rowe, Mrs. Mary E.	Coffee
Saunders, Martha F.	Henry
Scott, Ruth	Mobile
Searcy, Vera	Henry
Sellers, Helen	Pike
Sessions, Mrs. Sallie	Pike
Shores, Mrs. Mary Mullins	Elmore
Smith, Mrs. Esther B.	Pike
Stringer, Emmett	Crenshaw
Talley, Veralyn	Covington
Tew, Frances	Pike
Tew, Irene	Mobile
Tew, Nettie	Henry
Thagard, Mrs. Martha M.	Barbour
Thomas, Exa	Crenshaw
Till, Mrs. Lula C.	Elmore
Turner, Margaret	Jackson, Fla.
Turner, Mrs. Marjorie	Crenshaw
Vaughn, Mrs. Annie L.	Coffee
Vickers, Mrs. Catherine	Henry
Vinson, McKenzie	Escambia
Waters, Grace	Dale
Weems, Frances	Henry
Whaley, Mrs. Margaret G.	Pike
White, Ruby	Covington
Wiggins, Mrs. Janni M.	Conecuh
Wilks, Evelyn	Bibb
Williamson, Juanita	Bullock
Woodham, Nuna Ruth	Dale
Wright, Ouida	Geneva

SOPHOMORE CLASS

Bailey, Jennie Ruth	Walker
Baxter, Mary	Barbour
Beasley, Margaret	Pike
Bonner, Mrs. Hubert	Montgomery
Boutwell, Haughtie P.	Coffee
Brooks, Mrs. Opal G.	Geneva
Bratcher, Mrs. Verona	Butler
Byrd, Ola Mae	Monroe
Callahan, Mrs. Leila C.	Mobile
Childers, Thelda	Barbour
Collins, Harold	Pike
Commander, Coy	Geneva
Deese, Mrs. Aletha	Houston
Dyess, Huron	Coffee
Faulk, Mrs. Lee Ella	Barbour
Glass, Imogene	Houston
Goree, Mrs. Nellie Mae	Conecuh
Greathouse, Qumi	Pike
Greene, Cordelia	Dale
Hafner, Mamie	Pike
Hammer, Margie	Pike
Hardin, Mrs. Eunice K.	Conceuh
Hataway, Mrs. Ella	Pike
Helms, Allie Mae	Crenshaw
Hicks, Lawrence	Pike
Johnson, Mrs. Kittie Moore	Coffee

Name	*County*
Jordan, Jessie Lee	Pike
Kelley, Ora L.	Coffee
Kelley, Sara A.	Autauga
Kimbrough, Carrie	Wilcox
Layton, George L.	Houston
Lee, Lessie Mae	Dale
Logan, Doris	Pike
McCreary, Estelle	Conceuh
McKeller, Milton	Barbour
McRae, Sara Catherine	Barbour
Mallette, Elna Ree	Crenshaw
Marsh, Elizabeth	Houston
Mitchell, Mrs. Anne D.	Crenshaw
Money, W. T.	Henry
Parker, Florine	Pike
Pelt, Mrs. Ruby J.	Pike
Phelps, Mrs. Lonelle L.	Geneva
Pinckard, Agnes	Coffee
Porter, Mrs. Esther S.	Barbour
Rainer, Mrs. Violet D.	Coffee
Rollins, Robert	Morgan
Shaver, William	Pike
Simms, Henry H., Jr.	Houston
Skipper, Rubye Murdock	Geneva
Stone, Walter	Covington
Stuckey, Helen	Pike
Suddith, Mrs. E. B.	Conceuh
Thomas, J. Otis	Crenshaw
Vickers, J. S.	Henry
Vickers, Susie Mae	Houston
Wade, Evie	Coosa
Wade, Nell	Houston
Whiddon, Mary E.	Henry
White, Jane	Pike
Wilkerson, T. E.	Walton, Fla.
Williams, Susie	Henry
Woodham, Dorothy	Geneva
Wynn, Mrs. Lillian C.	Russell
Yates, Jack C.	Elmore

FRESHMAN CLASS

Andress, Mary Jim	Houston
Bedsole, Mrs. Willis	Geneva
Blackman, Ethel	Barbour
Boatner, Ellis Leon, Jr.	Pike
Cole, Vera	Union, Fla.
Commander, Willie J.	Geneva
Dodson, Harriet	Baldwin
Gentry, Lucile	Coffee
Goodman, Willie Belle	Coffee
Greene, Carolyn	Pike
Hattaway, Julian	Pike
Helms, James Walter	Geneva
Johnson, Mrs. Arkey D.	Coffee
Kennedy, Bennie	Pike
Kennedy, Sara	Pike
McLeod, Mrs. Frances Talbot	Pike
Merrill, Mrs. Lillie B.	Covington
Rawls, Mackye	Covington
Reynolds, Eulalia	Pike
Weimorts, Maggie	Walton, Fla.
Williams, Frances	Crenshaw
Wilson, Victoria	Crenshaw
Woodham, Mildred	Dale

SPECIALS

Barefield, Mrs. Mary Ethel	Dale
Brantley, Max Elliott	Pike
Burks, Madeline	Pike
Busbee, Mrs. Thelma	Crenshaw
Butts, Mrs. Annie Belle	Barbour
Colley, Matthew	Pike
Copeland, Vernice	Decatur, Gr.
DuBose, Wilds	Crenshaw
Griffin, Roy Franklin	Barbour
Head, Albert B.	Pike
Howard, Edwin	Pike
Hughes, Flora Mae	Jackson, Fla.
Johnston, Alyce	Pike
McLeod, Gladys	Crenshaw
Ramage, James Taylor	Pike
Scarborough, Mrs. Elizabeth	Autauga
Walters, Walter	Pike

REGISTER OF STUDENTS, 1941-42

REGULAR SESSION

SENIOR CLASS

Name	*County*
Bailey, Alice	Walker
Barganier, Ellie Maude	Butler
Baxter, Jane Wallace	Barbour
Beall, Edna Ruth	Crenshaw
Bird, Dorothy	Coffee
Blair, Nettie Morrison	Barbour
Bowden, Bessie Jones	Pike
Brown, Charles Franklin	Pike
Calhoun, Sallie M. Orr	Coffee
Champion, Fannie Dunn	Crenshaw
Chandler, Nellie Blake	Elmore
Chapman, Charles Daniel	Pike
Chapman, Ethelene Thelma	Pike
Coggins, Esther Lawson	Pike
Dillard, Jane E.	State of Georgia
Dorman, Janice Vinson	Houston
Dupree, James W.	Macon
Ellis, Bonnie	Crenshaw
Ellisor, Julian Gillis, Jr.	Covington
Epperson, Arthur Charles	Baldwin
Evans, Mary Louise	Covington
Gantt, Berna Dean	Elmore
Glass, Imogene Mary	Houston
Griffin, George T., Jr.	Barbour
Guy, Doris Elaine	Coosa
Hamilton, Lena Elizabeth	Barbour
Hanks, Robert Erastus	Monroe
Harlin, Martha Reddoch	Crenshaw
Harrelson, John William	Russell
Harrington, Mattie	Montgomery
Helms, Joy	Covington
Hinson, Andrew Miles	Montgomery
Holloway, Beuna	Houston
Horn, Madie Bayles	Crenshaw
Jeffcoat, Mabel Ingram	Pike
Key, James Willis	Pike
Kirk, Jessie	Crenshaw
Kirkland, Nicolena	Bullock
Lee, Maude	Houston
Linn, Elon	Henry
Lunsford, J. C.	Covington
McCain, Nellie Ruth	Tallapoosa
Massey, Ona Pearl	Crenshaw
Morgan, Frances Dreaden	Conceuh
Morris, Irene	Crenshaw
Parks, Annette Shackelford	Pike
Perry, Marguerite Addie	Pike
Peters, Mildred	Elmore
Petrey, Phyllis	Crenshaw
Pullen, Eloise	Pike
Quimby, Margaret Sanders	Butler
Richburg, Sibyl Voncile	Pike
Robertson, James Morris	Pike
Saunders, Margarett	Houston
Singleton, Carylu Shores	Elmore
Smith, Ida	Coffee
Strickland, Marion Rush	Barbour
Stringer, Emmett	Crenshaw
Synco, Avis Irene	Pike
Talley, Veralyn	Covington
Tharp, Margaret	Baldwin
Turner, Mary Lou J.	Elmore
Vinson, James Edward	Barbour
Vinson, McKenzie Emmett	Escambia
Weeks, Mae Mosely	Coffee
Whaley, Tex Kilpatrick	Pike
Williams, Catherine	Lamar
Williams, Mae Greene	Pike
Woodham, Nuna Ruth	Dale

JUNIOR CLASS

Abercrombie, Clara	Pike
Atkins, Blanche L.	State of Ohio
Barlow, Helen	Conceuh
Beasley, Margaret Mae	Pike
Beverett, Annie Reva	Houston
Botts, Verna M. McKnight	Barbour
Bryan, Bertha May Folmar	Pike
Cauthen, Brunies	Crenshaw
Childers, Thelda	Barbour
Clipson, William F.	State of Florida
Crittenden, Grace	Pike
Cruit, Kate	Escambia
Davis, Byrl	Crenshaw
DeVaughn, Leon L.	Chilton
DuBose, Wilds Scott	Crenshaw
Furlow, Leo Truman	Pike
Giganti, Edna Mae	Houston
Graves, Sara Jean	Pike
Greathouse, Qumi	Pike
Greene, Cordelia	Dale
Greene, Pauline Wren	Pike
Hagler, Winston Murry	Barbour
Hammock, Applis	Tallapoosa
Hammond, Mildred M.	Barbour

Name	*County*
Harper, Vera Eidson	Pike
Harrelson, Louie W.	Tallapoosa
Henning, Katherine M.	State of Mo.
Hicks, Thomas Lawrence	Pike
Higgins, Mary Elsie	Pike
Himberg, Frances Lucile	Pike
Jensen, Vivian May	Baldwin
Kelly, Mary	Coffee
King, Charles Tema	Crenshaw
McCool, Leo	Bibb
McCreary, Estelle	Conceuh
McKellar, Milton L.	Barbour
Mallette, Elna Ree	Crenshaw
Mattair, Charles F.	State of Florida
Miller, Cecil Drew	Butler
Montgomery, Evalena M.	Elmore
Mooney, Ralph	Covington
Mullins, Mary Margaret	Geneva
Porter, Esther Scarborough	Barbour
Reddoch, Sara Skinner	Butler
Rollins, Robert Quincey	Morgan
Segrest, Allene S.	Crenshaw
Sikes, Mary Evelyn	Pike
Smith, Grace	Coffee
Stuckey, Helen Lane	Montgomery
Tatom, Gwendolyn	Coffee
Torbert, Margaret L.	Russell
Vickers, Susie Mae	Houston
Walls, Mary Margaret	Coffee
Ward, Morris Taylor	Montgomery
Weston, Lillie Horn	Barbour
Whiddon, Mary Elizabeth	Henry
Wood, Lillie	Henry
Wright, Rex Leon	Geneva
Youngblood, Audrey	Pike

SOPHOMORE CLASS

Adams, Dorcas Marguerite	Houston
Andress, Mary Jim	Houston
Baker, Mittie Frances	Pike
Baxter, Mary Ellen	Barbour
Browder, Nellie Marie	Montgomery
Bryant, Ora	Lee
Byrd, Ola Mae	Monroe
Carlisle, Sarah Elizabeth	Montgomery
Carmichael, Mary Kate	Pike
Carter, Elkin Bragg	Pike
Chapman, Inez	Pike
Conway, Lucy Nell	Lowndes
Cross, Juanita	Covington
Davidson, Willodene	Crenshaw
Dillard, Sara	State of Georgia
Dodson, Harriet Mary	Baldwin
Epperson, Cora V.	Barbour
Foley, Frances Louise	Pike
Fowler, Wilmer	Montgomery
Gafford, Grady Douglas	Coffee
Goodman, Willer Belle	Coffee
Hafner, Mamie	Sumter
Hammer, Margie Helen	Pike
Hicks, Rebecca	Henry
Johnson, Holley	Henry
Johnston, Katherine A.	Crenshaw
Jordan, Jesse Lee	Pike
King, Willie Jean	Houston
Layton, George Leslie	Houston
Lindsey, Warren L.	Pike
McCaskill, Dorothy Allyne	Pike
McCollough, Ellen	Coffee
McRae, Sara Catherine	Barbour
Maddox, Louise McCarty	Geneva
Mann, Howard Freeman	Elmore
Mason, Mabel	Bullock
Mitchell, Anne Deason	Crenshaw
Morgan, Sara Andress	Pike
Norman, Wilburn Jackson	Crenshaw
O'Neal, McWhorter	State of Florida
Parker, Florine	Pike
Pyle, William H.	State of Florida
Ramage, James Taylor	Pike
Redmond, Aubrey	Pike
Richburg, John Sanders	Pike
Rister, Ella Verner	Dale
Royals, Maxine	State of Florida
Sartain, James Auxford	Pike
Sawyer, Hilda	Coffee
Sellers, Thomas Allen	Covington
Smith, William Walter	Talladega
Smyth, Henry Albert	Pike
Stephens, Mary Louise	Pike
Stephen, Oneille Jones	Crenshaw
Stokes, Vivian	Henry
Stone, Walter Buster	Covington
Stuart, Cope	Bullock
Talbot, Peggy	Pike
Vinson, Catherine Victoria	Barbour
Wade, Evie	Coosa
White, Jane	Pike
White, O. D.	Houston
Whitehurst, Mabel Carolyn	Pike
Wilson, Cornelia Victoria	Crenshaw
Winters, Anna Marie	Wilcox

FRESHMAN CLASS

Name	*County*
Adkinson, Helen Gelene	Dale
Andews, Morris	Washington
Barnhill, Marjorie Lorraine	Baldwin
Barr, Wilda	Pike
Bass, Martha Anne	Covington
Bass, Sara Frances	Crenshaw
Bearden, Harvey Lee	Etowah
Bell, Lillian Claire	Escambia
Borland, Wallace Comer	Dale
Browder, Eleanor Doris	Pike
Brown, James Harlan	Geneva
Buie, Mary Agnes	Houston
Bush, Katie Katherlin	Crenshaw
Caraway, Earl Moody	Barbour
Carmichael, John Curtis	Crenshaw
Carter, Oliver Reuben	Pike
Chambers, Madolyn	Pike
Chancey, Mamie Frances	Montgomery
Churchwell, Elbert	Crenshaw
Curenton, Donald A.	Geneva
Dalton, Forrest Adolph	Pike
Daniel, Frank	Crenshaw
Dickinson, Jeanne Shaw	Pike
Duncan, Andrew Guy	Crenshaw
Durden, William Roscoe	Covington
Floyd, Robert Minchiner	Pike
Gentry, Lucile	Coffee
Gilmore, Kathryn Mary	Houston
Greene, Mary C.	State of S. Carolina
Guy, Warren Howard	Crenshaw
Hartin, Bill	Covington
Hartzog, Fox Glenn	Barbour
Hattaway, John Julian	Pike
Hogg, William D.	Covington
Housley, George Sanders	Pike
Howard, Charles Edwin	Pike
Howard, Mary Jeanette	Pike
Huggins, John Preston	Covington
Ingram, Anna Jymmie	Covington
Jackson, Wilder Farnum	Crenshaw
Jackson, William L.	Crenshaw
Jaye, Marguerite Odell	Monroe
Jernigan, Virginia Ruth	Pike
Johnson, Reba LeMerle	Dale
Johnson, Sara Lynn	Dale
Kennedy, Bennie Maude	Pike
Kennedy, Sara Clementine	Pike
Kirkland, Willie	Henry
Kirkpatrick, Betty Jo	Crenshaw
Lipscomb, James William	Autauga
Locke, Mary Ruth	Tallapoosa
McCrary, John B.	Pike
McGee, Annie Earl	Crenshaw
McLeod, Frances Talbot	Pike
Mason, Genevieve Elizabeth	Clarke
Nichols, Syble Helen	Covington
Paul, Ray Rushton	Pike
Pelham, Jesse A., Jr.	State of Florida
Pippin, Earl Clayton	Pike
Pointer, Malcolm Lawrence	Pike
Reynolds, Eulalia Howard	Pike
Sanders, Mary Emma	Pike
Saunders, Robert L.	Covington
Scofield, Emma Frances	Covington
Scroggins, Robbie Dorcas	Tallapoosa
Sirmon, Joseph Wiley	Crenshaw
Skinner, Woodward Bill	Baldwin
Smith, Dorothy	Pike
Snell, Ralph Leon, Jr.	Dale
Stringer, Raymond	Crenshaw
Swain, Billie Claire	Pike
Thomas, Mary Rufus	Escambia
Thomas, Wilson Douglas	Houston
Tisdale, Ruth	Montgomery
Veal, Sibbie Jeanette	Dale
Whitehead, Juanita	Pike
Williams, Bruce L.	State of Florida
Woodham, Mildred Laura	Dale

SPECIALS

Ashworth, Joseph Rucker	Pike
Blackwell, Lily M.	Covington
Brannen, Thomas Eugene	Pike
Butts, Annie Belle	Barbour
Channon, Ralph Huddleston	Pike
Forrester, John Espy	Houston
Hudson, Madison McCoy	Barbour
Josey, Mattie Salter	Conecuh
Linn, Walter Dudley	Henry
Lower, Mrs. Mark	Coffee
McEachern, Floy Jones	Pike
Peterson, Enid Adelle	Pike
Shirah, Angus M.	Pike
Threadgill, Luther Ernest	Pike
Williams, Addie Lee	State of Florida
Womble, Georgia P.	Houston

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Women's Dormitory

THE COLLEGE CHOIR

STUDENTS' DANCE ORCHESTRA

1942

JANUARY

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FEBRUARY

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MARCH

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JANUARY

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NOVEMBER

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DECEMBER

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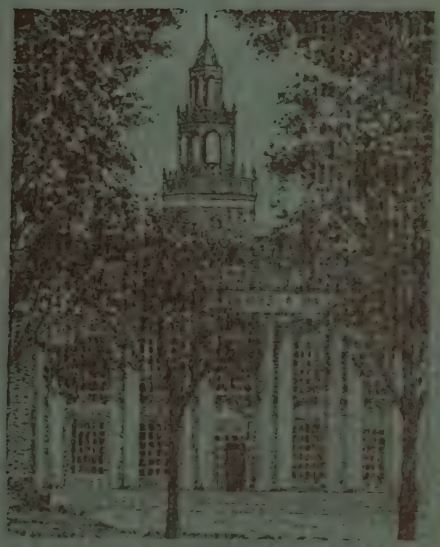
STATE TEACHERS

College

TROY, ALABAMA



1943 - 1944

CALENDAR

FALL QUARTER, 1943

September	12	Sunday, Dormitory opens.
September	13	Monday, Orientation and registration of all students.
September	14	Tuesday, Class work begins.
October	25	Monday, Last day for registrtaion for a half quarter's credit.
November	25, 26	Thursday and Friday, Thanksgiving holidays.
December	4	Saturday, Close of Fall Quarter.

WINTER QUARTER, 1943

December	6	Monday, Registration and beginning of class work.
December	17	Friday, Christmas holidays begin.
December	28	Tuesday, Class work resumes.
January	24	Monday, Last day for registration for a half quarter's credit.
March	4	Saturday, Close of Winter Quarter.

SPRING QUARTER, 1944

March	6	Registration and beginning of class work.
April	18	Tuesday, Last day for registration for a half quarter's credit. Registration for special spring session.
May	21	Sunday, Baccalaureate service, 11:00 A.M.
May	26	Friday, Graduation exercises, 10:00 A.M. Close of Spring Quarter.

SUMMER QUARTER, 1944

June	5	Monday, Registration.
June	6	Tuesday, Class work begins.
July	11	Tuesday, Close of the first session of the summer quarter.
July	12	Wednesday, Registration for the second session of the summer quarter and beginning of class work.
August	18	Graduation exercises, 10:00 A.M. Close of Summer Quarter.

Classes will meet on the following Saturdays:
June 10, 24; July 8, 22; August 5.

Students entering after class work has begun must pay an extra fee of $2.00 for late registraion.

BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXX July, 1943 Number 1

ANNOUNCEMENTS
1943-1944

The Fifty-Seventh Year

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STATE BOARD OF EDUCATION

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OFFICERS OF ADMINISTRATION 1943-1944

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FACULTY

CHARLES BUNYAN SMITH, B.S., M.A., ED.D.
President
B.S., George Peabody College for Teachers, 1922, M.A., 1927; Ed.D., Teachers College, Columbia University, 1940; President, State Teachers College, Troy, 1937—

EDWARD MADISON SHACKELFORD, B.A., M.A., LL.D.
President-Emeritus
B.A., University of Alabama, 1885, M.A., 1888, LL.D., 1913; Professor, Troy State Normal College, 1887-1899; President, Troy State Normal College (later, 1929) Troy State Teachers College, 1899-1936; President-Emeritus, Troy State Teachers College, 1936—

DORIS ALDRIDGE, B.S., M.A.
Health and Physical Education for Women
B.S., Oklahoma A. and M. College, 1927; M.A., Teachers College, Columbia University, 1932; University of California, Summer, 1938; Teachers College, Columbia University, Summer, 1939; State Teachers College, Troy, 1943—

HENRY CLAY BRIER, B.S., M.A.
Geography
B.S., George Peabody College for Teachers, 1925, M.A. ibid., 1928; State Teachers College, Troy, 1943—

MARTHA JANE BALLARD, B.S., M.A.
Art
Alabama College, 1916-17; B.S., University of Alabama, 1918; Teachers College, Columbia University, 1928; M.A., University of Chicago, 1935; Troy State Teachers College, 1931—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History
Graduate, Troy State Normal College, 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

EMILY SINCLAIR CALCOTT, B.S., M.S., PH.D.
Assistant in English
B.S., State Teachers College, Farmville, Va., 1924; M.S., University of Virginia, 1928, Ph.D., University of Virginia, 1931; State Teachers College, Troy, 1934—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian
B.A., in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

ROBERT HUGH ERVIN, B.A., M.A., ED.D.
Psychology
B.A., University of Virginia, 1918, M.A., 1920, M.Ed., 1923, Ed.D., Harvard University, 1929; State Teachers College, Troy, 1931—

CURREN ADAMS FARMER, B.S., M.A.
Health and Physical Education for Men
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

CURREN MONROE FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College, 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

*LAURESON FORRESTER, B.S., M.A.
Health and Physical Education for Women
B.S., Peabody College, 1926, M.A., 1933; State Teachers College, Troy, 1933—

BOYCE GARRETT, B.A., M.A.
Dean of Women, Mathematics
B.A., Huntington College, 1929; M.A., University of Alabama, 1933; Columbia University, Summers, 1938, 1939; State Teachers College, Troy, 1934—

LORAINE ESTELLE HAMIL, B.PH., M.PH., B.S., M.A.
Third Grade Critic Teacher
B.Ph., Troy State Normal College, 1896, M.Ph., 1898; B.S., Peabody College, 1921; M.A., University of Alabama, 1936; State Teachers College, Troy, 1905—

IRWIN A. HAMMER, B.A., M.A., ED.D.
Education
B.A., Park College, Parkville, Mo., 1920; M.A., University of Colorado, 1927; Ed.D., Teachers College, Columbia University, 1939; State Teachers College, Troy, 1937—

GEORGE WILLIAM HOPKINS, B.A., M.A.
Acting Director and Critic Teacher
B.A., Furman University, 1930; University of North Carolina, Summer, 1939; University of Kentucky, Summer, 1940; M.A., Furman University, 1943; State Teachers College, Troy, 1941—

RUBY LOIS HUBBARD, B.S., M.A.
Fourth Grade Critic Teacher
University of Georgia, Summers of 1934 and 1936; B.S. in Education, State Teachers College, Statesboro, Georgia, 1938; M.A., Peabody College, 1942; State Teachers College, Troy, 1941—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S. in Education, Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

*EMMETT KILPATRICK, B.A., M.A., DOCTEUR ES-LETTRES
French
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

FLORENCE OLIVIA LEE, B.A., M.A.
First Grade Critic Teacher
Graduate, St. Mary's Episcopal College, Raleigh, N.C.; B.A., Alabama College, Montevallo, 1936; M.A., Teachers College, Columbia University, 1941; State Teachers College, Troy, 1938—

*Absent on leave (military).

*MARY F. McCARTHY, B.S., M.A.
Sixth Grade Critic Teacher
Graduate, Columbus, Ohio, Normal School, 1921; B.S., in Education, Ohio State University, 1924; M.A., Ohio State University, 1925; Student, University of Marburg, Germany, Winter Term, 1931-32; Student, Columbia University, 1932-1933; State Teachers College, Troy, 1936—

*RICHARD CONNELLEY PECK, B.A., M.S., PH.D.
English
B.A., Park College, 1935; M.A., George Peabody College for Teachers, 1936, Ph.D., 1942; State Teachers College, Troy, 1940—

*LAWRENCE L. PETERSON, B.E., M.S.
Music
B.E., State Teachers College, Moorhead, Minnesota, 1935; Graduate Student, State Teachers College, Moorhead, 1935-36; Concordia College Conservatory of Music, Fargo, N. D., 1936-37; University of Southern California, 1938-39; Summer Sessions, 1938, 1939, 1940; M.S., University of Southern California, 1941; State Teachers College, Troy, 1939—

OLIVIA KIRBY RAINER, B.A.
Music
B.A., Western Kentucky State Teachers College, 1928; Graduate student, New York University, 1930; Voice (private), 1932-; Glee Club Director, 1936-40; State Teachers College, Troy, 1928-29, 1943—

A. S. RUDOLPH, B.S., M.S., PH.D.
Science
B.S., Agricultural Western Kentucky Teachers College, 1924; M.S., University of Kentucky, 1928; University of Chicago, Summer, 1930; Ph.D., Iowa State College, 1938; State Teachers College, Troy, 1942—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of N.C., 1930-31; State Teachers College, Troy, 1919—

MYRA SEGARS, B.PH., B.S., M.A.
Mathematics
B.Ph., Troy State Normal College, 1900; B.S., Teachers College, Columbia University, 1923, M.A., 1929; State Teachers College, Troy, 1915—

*L. LEMAR STEPHAN, B.S.,PH.M.
Geography
B.S., Western Kentucky State Teachers College, Bowling Green, 1932; Ph.M. in Geography, University of Wisconsin, Madison, 1933; further graduate study, Clark University, Worcester, Mass.; State Teachers College, Troy, 1941—

MADIE BELLE WARD
Foreign Languages
A.B., Alabama College, Montevallo, 1940; graduate study, 1941, 1942, University of North Carolina; State Teachers College, Troy, 1943—

VIOLET GROSS ERVIN, B.A., MUS.B.
Piano (Private)
B.A., Tennessee College and Diploma in Piano, 1916; Mus.B., Chicago Musical College, 1926; Graduate study, George Peabody College for Teachers, two quarters; Private teacher of Piano, State Teachers College, Troy, 1941—

*Absent on leave (military).

STANDING COMMITTEES OF THE FACULTY, 1943-1944

ADMISSIONS, CLASSIFICATION AND CREDITS: Dr. Ervin, Chairman; Miss Segars, Mrs. Sawtell, Mrs. Bynum.

DISCIPLINE: Mr. Sartain, Chairman; Miss Garrett, and two Students.

SCHEDULES: Dr. Hammer, Chairman; Miss Garrett, Mr. Hopkins.

BUILDINGS AND GROUNDS: Mr. Parker, Chairman; Miss Poe, Mr. Hopkins, Miss Garrett, Mrs. Grimsley.

ATHLETICS: Mr. C. A. Farmer, Chairman; Mr. Parker, Miss Aldridge.

PLACEMENT: Dr. Ervin, Chairman; Mr. Hopkins, Vice-chairman; Miss Hamil, Miss Aldridge.

ANNUAL HOME-COMING: Mr. Sartain, Chairman; Miss Segars, Miss Hamil, Dr. C. M. Farmer, Students.

ALUMNI RECORDS: Mrs. Bynum, Chairman; Mrs. Sawtell, Mr. Parker.

PUBLICITY: Dr. Ervin, Chairman; Dr. C. M. Farmer, Mrs. Sawtell, Students.

COLLEGE PUBLICATIONS: Dr. Ervin, Chairman; Miss Segars, Miss Cates.

ASSEMBLY PROGRAMS: Dr. Ervin, Chairman; Dr. Calcott, Miss Cates, Mrs. Rainer.

HEALTH: Mr. C. A. Farmer, Chairman; Dr. Colley, Miss Aldridge, Miss Rich, Students.

INTERIOR DECORATION: Miss Ballard, Chairman; Mr. Parker, Mrs. Bynum, Students.

CURRICULUM AND INSTRUCTION: Dr. Hammer, Chairman; Dr. Ervin, Miss Cates, Miss Garrett, Mr. Hopkins, Dr. Rudolph.

ANNUAL ALUMNI LUNCHEON AT STATE A. E. A. MEETING: Mr. Parker, Chairman; Mr. Sartain, Miss Garrett.

COMMECEMENT PROGRAMS: Miss Garrett, Chairman; Mr. Parker, Mrs. Rainer.

GUIDANCE AND STUDENT PERSONNEL: Dr. Hammer, Chairman; Miss Garrett, Vice-chairman; Dr. Ervin, Mr. Hopkins, Mr. Sartain, Miss Aldridge, Miss Poe.

ARTS PROGRAM: Dr. Ervin, Chairman; Mr. Parker, Miss Ballard, Miss Garrett.

STUDENT AFFAIRS: Miss Garrett, Chairman; Mr. Sartain, Miss Aldridge, Dr. Rudolph, Mr. C. A. Farmer.

EVALUATION AND MEASUREMENT: Dr. Ervin, Chairman; Miss Ingram, Miss Garrett, Miss Elder, Mr. Hopkins, Miss Hubbard, Miss Lee.

*The President of the College is ex-officio member of all Committees.

General Information

THE COLLEGE AND DEFENSE PROGRAM

Courses of instruction leading toward the bachelor's degree at the Troy State Teachers College have been approved by United States armed services, for young men who are approved for officer training. Such young men are allowed to complete either a substantial part or the whole of their college training before being called for active military or naval service.

THE COLLEGE GUIDANCE PROGRAM

Freshman young men and young women at the Troy State Teachers College receive close, thorough, and sympathetic guidance. Each student works under the constant guidance and counselling of his faculty adviser, with whom he must have several hours of instruction and counselling every week, in the Freshman Program of studies recommended for all incoming freshman students. Faculty members and upper classmen at "Troy" have established a strong tradition of friendliness in their helpful attitude toward seeing to it that every freshman gets the very best start possible on his college career. It is the belief here that an excellent start in college life means that the student is at least half-way in his progress toward real success.

STUDENT ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at "Troy" through organized activities. Students are encouraged to participate actively in those which will promote their personal growth and development, and which help them to make their best contributions to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus. The purpose statement of this organization, revised by a committee in 1938, reads as follows:

Article II

The purpose of this organiation shall be to provide opportunities for the practice of good citizenship and democracy; to promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.

The officers for 1943-1944 are:

President ..... Hilda Sawyer
Vice-President ..... John Carmichael
Secretary-Treasurer ..... LeMerle Johnson

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

PI KAPPA OMEGA

Pi Kappa Omega is a local honor society which was organized in 1936 for the purpose of recognizing and encouraging superior scholastic achievement and leadership, and to develop high professional standards in the teaching profession.

ALPHA PSI OMEGA

Eta Sigma Chapter of Alpha Psi Omega, national honorary dramatic fraternity, was installed in 1939. It seeks to recognize and stimulate excellence in the field of dramatic production.

DRAMATIC CLUB

Membership in the Dramatic Club is open to any student who is interested in the study, writing, and production of plays, and who has some talent in that field.

GEOGRAPHY AND CONSERVATION COUNCIL

The Troy Geography and Conservation Council was established in 1939 for the purpose of promoting geographic study. A grove of tung oil

trees has been planted on the campus as a project of the Council. The collection of maps and materials is another continuing project of the group.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

INTERNATIONAL RELATIONS CLUB

The International Relations Club exists for the purpose of stimulating intelligent interest in international affairs. Membership is open to students with good standing in the Department of History and Social Science.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the Library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, etc. The "Troy" W. A. A. is a member of the National Athletic Association.

"T" CLUB

Men who have earned a letter in football and baseball are eligible for membership in this organization.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

WESLEY FOUNDATION

The Methodist students carry on their denominational work and study program through weekly meetings on the campus and in cooperation with the local Methodist Church.

SORORITIES

There are four local sororities on the campus which are open to new members upon invitation. They are:

Chi Delta
Pi Kappa Delta
Sigma Kappa Pi
Zeta Beta Phi

PAN-HELLENIC

The Pan-Hellenic Council, which is composed of two representatives from each of the four sororities, serves as the co-ordinating agency for standards and activities of the four sororities.

CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality.

Speakers representing many fields of interest and knowledge are presented on the weekly Assembly programs.

SELF-HELP

There are a few self-help places offered to exceptional students who cannot attend college without aid. For further information address the President.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky, or President C. B. Smith. Troy, Alabama, for full information. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs. Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Memorial loan funds for assistance to superior students have been established by friends in honor of: Dr. F. J. Cowart, Dr. E. M. Wright, Mr. J. C. Foshee, and Mr. Wyche G. Pruett.

Loan funds have been established also by the Alabama Federation of Women's Clubs, the "Troy" Women's Athletic Association, the Geneva Athenaeum Club, the Birmingham News, and the Geographic Study Club of Troy. Applications for assistance from these funds may be made to the College Treasurer, Mr. C. T. Parker, who will file each application with the proper official in charge of each respective fund.

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has the excellent health and entertainment facilities, paved streets, and conveniences of a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The many social, church, and school organizations furnish frequent wholesome and instructive entertainment; and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are four college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, and the new Health and Physical Education building, Wright Hall.

KILBY HALL is a one story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beautiful open court which encloses four large pecan trees and in which is a concrete stage for open air entertainments.

BIBB GRAVES HALL, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the colonial style of architecture; and, for the present, it houses not only the classrooms, but the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

SHACKELFORD HALL is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary, and for the present the heating plant is located in the basement of this building. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through—an ideal retreat for the girls who reside on the campus. This building is named in honor of President Shackelford, who has devoted his life to the service of the institution.

EDGAR M. WRIGHT HALL. A new Health and Physical Education Building, equipped for basketball and other sports, has just been completed. The building is a handsome, two-story structure of colonial architectural style. Tennis courts and landscaped gardens add to the attractiveness of the outside of the building.

THE SWIMMING POOL. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

GOLF COURSE AND SCENIC DRIVEWAY. A golf course covering many acres of ground, with nine holes and with a par score of 32, is an important campus feature. Students are admitted to the course free and town people pay a small fee. A scenic driveway and a lagoon of several acres furnish other attractive features for recreational life and for instruction in the field sciences.

THE LIBRARY

THELMA K. CATES, Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program of the institution. This work is supplemented by instruction in the use of the materials in the library and reading rooms of the Laboratory School housed in Kilby Hall.

In response to the pressing demands of curriculum construction work on both the college and public school levels and in keeping with the demands occasioned by the increased tempo of educational progress, many important additions have been made in every department of the Library in recent months. The book collection now numbers about 18,000 volumes, exclusive of public documents; and the periodical list includes 150 magazines valuable in the cultural and professional development of the college community. The Library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms, the physical aspect of which has been recently improved by the addition of new equipment.

THE INFIRMARY

JAMES O. COLLEY, JR., M.D., Physician

MARY E. RICH, R.N., College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the College physician, and it is equipped with modern hospital furnishings. Students are well cared for in every particular.

THE COLLEGE SUPPLY STORE

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold. The Store is a recreation center in after-school hours where students gather for refreshment and for a good social time.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to recommend teachers to suitable positions.

THE ALUMNI ASSOCIATION

An active organization of the Alumni Association includes about 2,600 members from our graduates of the two-year and four-year courses. Several classes have established scholarships and others have made contributions to the equipment of the College.

ENTRANCE REQUIREMENTS

1. *Admission by Certificate.* An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. *Admission by Certificate and Examination.* An applicant from an unaccredited high school who presents a satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. *Admission by Examination.* An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. *Admission as Special Students.* Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. *Admission with Advanced Standing.* Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with 48 hours of credit are classified as sophomores: those with 96 hours are classified as juniors; and those with 144 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load. The normal load is sixteen hours.

Students enrolling one week after class work begins have their load reduced for that quarter unless during their last quarter in college they made an average grade of B. Those entering as late as the beginning of the third week must take three hours less than the normal load; and if any wish to enroll still later, they are limited to credit for a half-quarter. Students are not permitted late enrollment beyond one day on a half-quarter of work.

The minimum load for any student is considered to be twelve hours for the quarter except by special permission.

Persons living near the college who wish to register for one or two courses for which they are qualified to enter may register as part-time students upon application to the registrar.

A student withdrawing is entitled to no credit unless the registrar has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

* GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree from a state teachers college must satisfy the following conditions:

1. No student will be permitted to graduate with less than three-quarters of full-time residence work, one of which must be the quarter next preceding the awarding of the degree.
2. Not more than one-fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.
3. No student will be graduated who has not completed at least 90 clock hours of supervised (or directed) teaching under conditions that have been approved by the State Department of Education.
4. "The student is held responsible for meeting the requirements for graduation and certification as set forth by the state department."

COURSE SUMMARY FOR B.S. DEGREE IN EDUCATION

FRESHMAN YEAR

Course No. and Title	Credit Hours
131, 132, 133. *Bio-Social Development of the Individual* .... (Human Biology (9); Health and Physical Education (3); General Psychology (3); Problems of Modern Society (6).)	21
131, 132, 133. *The Arts in Individual Development* ..... (Literature, including drama (3); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	9
111, 112, 113. *Service Course in English*	9
Special Interest Course (Elective)	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* ..... (Physical Science (6); Geography (3).)	9

*See pages 24 and 25 of Catalog dated July 1, 1941 for summary of credit-hours required for students entering college prior to September of 1940.

231, 232, 233. *Regional and National Socio-Economic Problems* 12

(Social Studies (6); Geography (3); Social Psychology (3).)

231, 232, 233. *The Arts in Contemporary Society* 12
(Literature, including Drama (6); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)

231.	*Applied Mathematics*	3
	Physical and Health Education (Elective) ..	3
	Special Interest Course (Elective)	9
	Total	48

ELEMENTARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title — Credit Hours

Psy. 331, 332, 333. *Child Development in the Community and Region* 9
(Human growth and development (6); educational psychology (3).)

Educ. 371, 372, 373. *Elementary Education Seminar and Student Teaching* 15
(Orientation to teaching (3); selection and organization of instructional materials (6); directed teaching (6).)

Educ. 431, 432, 433. *Social and Philosophic Foundations of Education* 9
(History of education (3); principles of education (3); social philosophy (3).)

Educ. 471, 472, 473. *Elementary Education Seminar and Student Teaching* 9
(Child guidance (3); administration and supervision of instruction (3); directed teaching (3).)

Eng. 361.	*Literature for the Elementary Teacher* ..	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3

Sc. 361-362.	*Science for the Elementary Teacher*	6
Music 461.	*Music for the Elementary Teacher*	3
Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
	(Electives)	6
(from other professional or non-professional courses)	*Special Interest Courses* (Elective)	18
	Total	96

SECONDARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region*	9
(Human growth and development (6); educational psychology (3).)	
Educ. 381, 382, 383. *Secondary Education Seminar and Student Teaching*	9
(Materials and methods in the area of specialization or in the core program (6); directed teaching (3).)	
Educ. 431, 432, 433. *Social and Philosophic Foundations of Education*	9
(History of Education (3); principles of education (3); social philosophy (3).)	
Educ. 481, 482, 483. *Secondary Education Seminar and Student Teaching*	15
(Pupil guidance (3); selection and organization of instructional materials (3); administration and supervision of instruction (3); directed teaching (6).)	

English-Social Studies Area

English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18

OR

Science-Mathematics Area

Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18
Total	96

(Supplementary Requirements for Graduation)

The requirements for the B.S. degree for students entering on or after June 1, 1942, will be 192 quarter hours.

A student may take a maximum of 20 hours per quarter, provided he has attained a B average in the preceding quarter.

Students who have completed a portion of the work for a degree prior to June 1, 1942, will have the amount of work required for graduation adjusted in terms of the prescribed load at the time the student entered. For example:

a. Persons who entered between September, 1940 and June, 1942, and have attended one quarter, will be required to complete 194 quarter hours.

b. Persons who entered between September, 1940 and June, 1942, and have attended two quarters, will be required to complete 196 quarter hours.

c. Persons who entered between September, 1940 and June, 1942, and have attended three quarters, will be required to complete 198 quarter hours.

d. Persons who entered between September 1940 and June, 1942, and have attended four quarters, will be required to complete 200 quarter hours.

e. Persons who entered between September, 1940 and June, 1942 and have attended five quarters, will be required to complete 202 quarter hours.

f. Persons who entered between September, 1940 and June, 1942 and have attended six quarters, will be required to complete 204 quarter hours.

g. Persons who entered before September, 1940 may graduate, prior to 1945, under the requirements in effect at the time they entered (with certain modifications).

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D for freshmen and sophomores, and C for juniors and seniors.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

TEACHERS' CERTIFICATES

The courses of study described in this catalog have been approved by the State Board of Education for the preparation of the elementary and secondary teachers of the schools of Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below:

A class C elementary professional certificate may be issued to a person who has completed the three years of work prescribed by the State Board of Education for this certificate.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with the con-

ditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A class B elementary professional certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of elementary teachers from an Alabama state teachers college.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high schools, as conditions may require.

A class B secondary professional certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of secondary teachers from an Alabama state teachers college.

This certificate is permanent in eight-year periods and may be continued at the end of the eight year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the case of the lapsing of a certificate because of the failure of its holder to teach as required, it may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach subjects on its face, and other high school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned

in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

DEPARTMENT OF FIELD SERVICE

DR. IRWIN A. HAMMER, Director

The Department of Field Service of Troy State Teachers College is offering two types of educational service to the teachers of Alabama. First, the usual academic offerings as described in the Catalogue are being made available to all teachers who desire college credit by extension courses.

Second, field service courses are offered in connection with county-wide programs for the improvement of instruction. This service is being emphasized in an effort to promote the State Program of Curriculum Study and Development.

Credit for this work is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

THE COLLEGE LABORATORY SCHOOL

The College Laboratory School is our laboratory school for teachers of Alabama. The laboratory school for teachers accepts a large responsibility to Alabama children and to the teacher training program growing out of the important curriculum revision movement now in progress. We are meeting this responsibility by making a more intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children has been enriched by providing special work in music, art, and physical education with the assistance of College instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The art work has been greatly enriched. The children use many mediums of expression. The physical education work is placing more emphasis on the natural development of children. The

work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

EXPENSES

Board in Dormitories—$60.75 per quarter, or $20.25 per month, payable in advance.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$3.00 per quarter. This fee is paid by all students at the beginning of the quarter, and is not subject to refund.

Deficiency Examination Fee—A fee of $1.00 is charged for each deficiency examination.

Laboratory Fee—A fee of $1.00 is charged for each three-hour course in a laboratory science.

Diploma Fee—All degree graduates pay a fee of $10.00.

Out of State Fee—Students residing in other states must either sign an obligation to teach two years in Alabama or pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property.

*ROOM AND BOARD FOR WOMEN

The State Teachers College is provided with a well equipped, modern dormitory for women, and the rates for accommodations are as follows: For one quarter of three months, see Expenses. This includes room, heat, lights, and table board. Irons for use in the dormitory must be furnished by the student. A deposit of 50 cents is required for room key, and it is refunded when the key is returned to the dormitory office.

Students withdrawing for unavoidable reasons have the unused part of the board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund the following rates are charged for board: For a month, $20.25; for a single room without roommate, $24.25; for less than a month and more than a week, $6.00 a week; for less than a week, $1.25 per day. No deductions are allowed for absence of a shorter time than two weeks, and then the absence must be for providential cause. Students entering late but receiving credit for a full quarter's work must pay the entire quarter's expenses.

No room is reserved until the reservation fee of $1.00 has been paid to the Treasurer of the College. This $1.00 is credited upon the first month's board.

All boarding students, whether in town or in the dormitories, are subject to the same general regulations, and no student is permitted to board where these regulations are not adopted and maintained as the law of the house.

Students should furnish for room use a cover for couch bed, two pillow cases, four sheets, blankets or comforts, clothes bag, and six towels. All bedding should be for single beds. For dining room use, students are required to supply six napkins. All linens should be plainly marked with the student's name.

ROOM AND BOARD FOR MEN

A maximum of fifty young men can be accommodated in the men's dormitories on the campus at a room rental of $2.50 per month. Men may secure table board at the Shackelford Hall dining room at $18.50 per month, subject to an advance in price with the increase in the cost of food.

*Rates for board are subject to advance with increase in the cost of food.

Also, in the residences of Troy men students may find boarding and rooming accommodations suited to their varying needs, tastes, and purses.

All rooming and boarding places patronized by students are under the supervision of the College authorities.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges in Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusements is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Board should be engaged as early as possible. Reservations for board in Shackelford Hall should be made by sending $1.00 to the Secretary of the College.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

The Curriculum

The revision of the Teachers College curriculum is an integral part of the movement to develop a more effective program of public education in Alabama. Analysis of the objectives and needs of education, as they relate to the training of teachers, provides the basis for the revision. This analysis reveals the need for teachers who are qualified to guide students in meeting the problems of living as they relate to individual and social development. These problems concern: home and family life, recreational and creative needs, adjustment to the natural environment, socio-economic development, and fundamental values in societal living. It is recognized that the teacher should have a dynamic and integrated personality, with an open-minded attitude toward human values and social needs. He should have a broad concept of the meaning of democracy and of what each individual should contribute to social and political life. The teacher should be able to relate the training of youth to an intelligent and realistic understanding of the socio-economic needs and potentialities of present-day society, with particular reference to Alabama and the South. He should be prepared by training to assume effective leadership in community life. The effective teacher must have a sympathetic understanding of children, and a sufficiently broad cultural background to enable him to guide the students into a full and effective life in our democratic society.

The outstanding features of the curriculum are:

(1) It provides a uniform program during the first two years for students preparing to teach in either the elementary or secondary field.

(2) The curriculum provides general education core courses in the first two years and also makes provision for special needs and interests.

(3) Professional education in both the elementary and secondary fields is provided in the educational core courses in the junior and senior years.

(4) In the junior and senior years provision is made for further specialization in areas of major interest and concentration.

(5) Much consideration is given to the fact that campus living is an integral part of the student's education.

The program includes five related bodies of instructional and educative experience.

1. General Education Core
   (for freshmen and sophomores)
2. Special Needs and Interests
3. Professional Education
   (for juniors and seniors)
4. Courses in Area Specialization
   (for juniors and seniors)
5. Campus Living

GENERAL EDUCATION CORE

The term, General Education Core, is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

FRESHMAN YEAR

131, 132, 133. *Individual Development* ..... 30 hours
Bio-Social Development of the Individual
The Arts in Individual Development

SOPHOMORE YEAR

231, 232, 233. *The Individual and His Environment* ..... 33 hours
Man and His Natural Environment
Regional and National Socio-Economic Problems
The Arts in Contemporary Society

SPECIAL NEEDS AND INTERESTS

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading, is made. A program is then planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in activities of special interest to them which will contribute to their total development, e.g., activities

offered in the following: chorus, band, ensemble music making, orchestra, plastic and graphic arts, school paper, drama, dance, sports, et cetera.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

FRESHMAN AND SOPHOMORE

Science	Literature
Geography	Mathematics
History	Foreign Language
Art	Physical Education
Music	

Written and Oral English. All freshman students carry a basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in tests in mathematics given at the time of admission, must be met before entering this course.

Physical Education. All students are required to carry some form of physical education activity during their freshman and sophomore years, unless in the opinion of the physical education instructors and the physician it is better for a student to refrain from such activity for a period of time. Physical education activities are selected according to the needs and interests of the student and upon the advice of the physical education instructors.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years; but certain experiences with children, visits to social agencies, and participating in community activities, provide a background for the student's later professional work.

The professional work includes: a study of human development and the social and philosophic foundations of education; directed observation

and participation in learning situations; experiences in recognizing and using materials of instruction; and experience in evaluating outcomes.

JUNIOR YEAR

331, 332, 333. Child Development in the Community and Region 9 hours.

371, 372, 373. Elementary Education Seminar and Student Teaching 15 hours.

or

381, 382, 383. Secondary Education Seminar and Student Teaching 9 hours.

SENIOR YEAR

431, 432, 433. Social and Philosophic Foundations of Education 9 hours.

471, 472, 473. Elementary Education Seminar and Student Teaching 9 hours.

or

481, 482, 483. Secondary Education Seminar and Student Teaching 15 hours.

AREAS OF SPECIALIZATION

ELEMENTARY EDUCATION

Students preparing to teach in the elementary school must know and understand the nature and needs of children. They must be concerned about human relationships and group living; about problems, conditions and ideals of our democratic society, and about the effects of present-day economic conditions on children. They must participate in programs of action with children where decisions are made and plans developed. They must develop a background of insight and understanding for use in guiding the experiences of children.

In addition, the elementary teacher will be required to include the following "contributing" courses, or their equivalent, in meeting the requirements for the B.S. degree in Elementary Education: English 361, History 361, History 444, Science 361-2, Health and Physical Education 361, Music 461, Art 461 and at least three hours in American History.

SECONDARY EDUCATION

Students preparing to teach in the secondary school may elect to major in either the English-Social Studies Area or the Science-Mathematics Area.

These areas of specialization are designed for preparing the high school teacher:

1. To participate in core curriculum programs.
2. To teach subjects in the area of specialization.
3. To direct one or more student activities.

The areas of specialization are:

1. ENGLISH—SOCIAL STUDIES

The content of the area will include a desirable balance among the following: Speech, writing, literature, history, government, economics, sociology, and geography, as they contribute to the understanding and solution of significant problems.

The 84 hours to be completed in this area of specialization include 30 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 84 hours, not more than 18 may be chosen from contributing areas such as:

Art	Foreign Languages	Library Science
Music	Geography	Psychology

The purposes of the English-Social Studies area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum work of the school.

(2) To enable the teacher to conduct the special interest work, and work in skills and techniques that fall within the broad area of English and Social Studies.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
English	18	18 to 36	36 to 54
Social Studies	12	18 to 36	30 to 48
Contributing areas		0 to 18	0 to 18
Totals	30	54	84

Women's Dormitory

College Activities

Required and Special Interest Courses	66	42	108
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in English and as much as 36 hours in Social Studies, or vice versa. The maximum credit that may be accepted in a contributing area is 18 hours.

2. SCIENCE—MATHEMATICS

The content of this area will include a desirable balance among biology, chemistry, physics, geology, astronomy, and mathematics, as they contribute to the understanding and solution of significant problems.

The 72 hours to be completed in this area of specialization include 18 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 72 hours, not more than 18 may be chosen from contributing areas, such as:

Geography	Industrial Arts	Commercial Arts
Agriculture	Home Arts	

The purposes of this area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum.

(2) To enable the teacher to conduct the special interest work that falls within the broad area of science and mathematics.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
Science	15	18 to 36	33 to 51
Mathematics	3	18 to 36	21 to 39
Contributing areas		0 to 18	0 to 18
Totals	18	54	72
Required and Special Interest Courses	78	42	120
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in Science and as much as 36 hours in Mathematics, or vice versa. The maximum credit that may be accepted in one contributing area is 18 hours.

CAMPUS LIVING

Campus living is considered an integral part of the student's general education and constitutes laboratory experience for the comprehensive general education courses. The student's care of his room, clothes, and personal belongings; his budgeting and use of time and money; and his participation in social life and responsibility; are all important areas of living in which it is expected that the student will maintain high standards. Standards attained by the student in these areas will be an important factor in the evaluation of his work in the appropriate comprehensive courses of the General Education Core.

COURSE SUMMARY FOR B.S. DEGREE IN EDUCATION

FRESHMAN YEAR

Course No. and Title	Credit hours
131, 132, 133. *Bio-Social Development of the Individual* .... (Human Biology, Health and Physical Education, General Psychology, Problems of Modern Society)	21
131, 132, 133. *The Arts in Individual Development* ..... (Literature, including drama; Music and Rhythms; Plastic, Industrial, Graphic, and Home Arts)	9
111, 112, 113. *Service Course in English*	9
Special Interest Course (Elective)	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* ..... (Physical Sciences and Geography)	9
231, 232, 233. *Regional and National Socio-Economic Problems* ..... (Social Studies, Geography, and Social Psychology)	12

231, 232, 233.	*The Arts in Contemporary Society* (Literature, including drama; Music and Rhythms; Plastic, Industrial, Graphic, and Home Arts)	12
231.	*Applied Mathematics*	3
	Physical and Health Education (Elective)	3
	Special Interest Course (Elective)	9
	Total	48

JUNIOR AND SENIOR YEARS

Elementary Education Curriculum

Course No. and Title		Credit hours
Psychol. 331, 332, 333.	*Child Development in the Community and Region* (Human growth and development, educational psychology).	9
Educ. 371, 372, 373.	*Elementary Education Seminar and Student Teaching* (Orientation to teaching, selection and organization of instructional materials, directed teaching).	15
Educ. 431, 432, 433.	*Social and Philosophic Foundations of Education* (History of education, principles of education, social philosophy).	9
Educ. 471, 472, 473.	*Elementary Education Seminar and Student Teaching* (Child guidance, administration and supervision of instruction, directed teaching).	9
Eng. 361.	*Literature for the Elementary Teacher*	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3
Sc. 361-362.	*Science for the Elementary Teacher*	6

Music 461.	*Music for the Elementary Teacher* . . .	3
Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
	(Electives)	6
(from either professional or non-professional courses)		
	Special Interest Courses . . . . . (Elective)	18
	Total	96

JUNIOR AND SENIOR YEARS

Secondary Education Curriculum

Psychol. 331, 332, 333. *Child Development in the Community and Region* 9

(Human growth and development, educational psychology).

Educ. 381, 382, 383. *Secondary Education Seminar and Student Teaching* 9

(Materials and methods in the area of specialization or in the core program, directed teaching)

Educ. 431, 432, 433. *Social and Philosophic Foundations of Education* 9

(History of education, principles of education, social philosophy).

Educ. 481, 482, 483. *Secondary Education Seminar and Student Teaching* 15

(Pupil guidance, administration, and supervision of instruction, directed teaching).

English-Social Studies Area

English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18

OR

Science-Mathematics Area

Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18
Total	96

Courses of Instruction

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. *Bio-Social Development of the Individual.* Twenty-one hours credit. Required of all freshmen except by special permission. Continuous throughout the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to maturity; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of revolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. *The Arts in Individual Development.* Nine hours credit. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of: literature; the plastic, graphic, and home arts; and music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to further the cultural and recreational life of the college campus and sur-

rounding community. Emphasis is placed upon the understanding of the relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. *Man and His Natural Environment.* Nine hours credit. Required for sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community, this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of biology, anthropology, geology, climatology, and ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. *Regional and National Socio-Economic Problems.* Twelve hours credit. Required of sophomores except with permisson. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon instiutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in all phases of his activity—regional, national, international —will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. *The Arts in Contemporary Society.* Twelve hours credit. Required of sophomores except with permission. Continuous through the year.

DEPARTMENT OF EDUCATION

DR. HAMMER, MR. HOPKINS, MISS ELDER, MISS HUBBARD, MISS HAMIL, MISS INGRAM, MISS LEE

371, 372, 373. *Elementary Education Seminar and Student Teaching for Juniors.* Required of Juniors preparing for the B.S. degree in elementary education. Fifteen hours credit.

The seminar is continuous through the three quarters of the year with related contacts in the campus elementary school and the community. During one full quarter a large part of the day is spent in student teaching in the campus school, followed by a regularly scheduled conference with the critic teacher on important principles and practices growing out of the day's experience. In the seminar the student compares experiences and evaluates these in terms of sound principles of teaching, learning and organization. The student shares in planning the work of the seminar; arranges for conferences with subject matter specialists and community workers; and organizes educational trips.

381, 382, 383. *Secondary Education Seminar and Student Teaching for Juniors.* Nine hours credit.

The secondary education seminar may extend through the three quarters of the junior year or may be concentrated in one or two quarters. It includes:

1. Study of the American secondary school, its historical development, objectives and program, organization and administration, and present problems and issues with special emphasis on those of Alabama.

2. Study of the present problems of youth in the United States and in Alabama; appraisal of the work of various local, state, and federal agencies in meeting the needs of youth; and consideration of the responsibility of the public school in meeting the youth situation with particular reference to the extension of secondary school activities to include out-of-school youth and adults.

3. Study of secondary school curriculum and methods with particular reference to the needs of Alabama; the critical examination of various core experiments; plans for extra-curricular activities, guidance, evaluation, records and reports, home room activities.

4. Observation and participation over a wide range of activities with observation concerned with the whole secondary school in its com-

munity setting, and classroom teaching centered in core curriculum work.

401. *The Teaching of Reading.* Three hours credit. Three class periods a week. Required of seniors taking the continuous curriculum.

This course is planned to enable students to understand and to apply the psychology of learning in the teaching of reading, to discover needs, to emphasize diagnostic and remedial work, to set up attainable goals, to acquaint the student with ways and means of establishing desirable reading habits, to inspire a permanent interest in reading, and to measure reading progress.

412. *Directed Teaching.* Three hours credit.

This course is designed to give students experience in classroom instruction carried on under the supervision of trained teachers. Opportunity is provided to put into practice the principles of teaching and the theories of education which have been previously presented and discussed in courses in education.

422. *The Elementary Curriculum.* Three hours credit.

This course is concerned with the problems of curriculum development as they relate to the improvement of instruction in the elementary schools of Alabama. Special emphasis is placed on problems encountered in organizing and carrying forward curriculum improvement in the field.

431, 432, 433. *Social and Philosophic Foundations of Education.* Nine hours credit. Required of seniors.

This is a culminating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. Special study is made of the American public school, its historic development, its objectives and program, its organization and administration, and present problems in the United States and Alabama.

471, 472, 473. *Elementary Education Seminar and Student Teaching for Seniors.* Required of seniors preparing for the B.S. degree in elementary education. Nine hours credit.

The work of the junior-year seminar with responsibilities in an off-campus school situation. The student is expected to make himself, in so far as possible, a part of the school and the community, and to acquaint himself with the general organization and administration of the school

and its relation to the community, as well as to assume responsibility for some classroom teaching.

481, 482, 483. *Secondary Education Seminar and Student Teaching Practicum.* Fifteen hours credit. Required of seniors in secondary education.

The seminar is so conducted as to provide opportunity for the formation of divisional seminars in the major areas of specialization. The divisional seminars are concerned with the practical problem of utilizing the subject matter of the several areas of specialization in meeting the objectives of the school. The content of each seminar includes such topics as the following: purposes of the major area in secondary education, organization of subject matter in terms of purposes, materials and methods of instruction, contribution of the area to the core curriculum, contribution of the area to other areas in the school, evaluation of results.

As in the junior year, emphasis in observation is placed upon the whole secondary school in its entire community setting, and participation includes a wide range of activities. Classroom teaching is centered largely in the high school subjects represented by the area of specialization with ample opportunity to work in the core curriculum.

DEPARTMENT OF ENGLISH

DR. CALCOTT

111, 112, 113. *Written and Oral English.* Three credit hours each quarter. Required of all freshmen students. Credit in this course will be withheld until a certain competency in both written and spoken English has been achieved. This course includes the study of literature and communication, especially as they relate to the work done in the core courses.

131, 132, 133. *The Arts in Individual Development.* Required of freshmen in the Arts Core. Three hours credit.

211, 212, 213. *English Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature, both poetry and prose.

221, 222, 223. *American Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to American literature, both poetry and prose.

231, 232, 233. *The Arts in Contemporary Society.* Required of sophomores in the Core program. Six hours credit.

241, 242, 243. *World Literature.* Nine hours credit. Elective for sophomores and juniors. This course is an introduction to world literature.

301. *Romantic Poetry.* Three credit hours. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelly, and Keats, and to study several of the major poems of these writers and the period which produced them.

302. *Victorian Poetry.* Three credit hours. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne, and to study selected major poems by these writers and the period which produced them.

303. *Contemporary Poetry.* Three hours credit. Three class periods a week. The purposes of this course are: to offer extensive reading in the poetry of the leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject matter and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

361. *Literature for the Elementary Teacher.* Required of students preparing for the B.S. degree in Elementary Education. Three hours credit. The purposes of this course are to familiarize the student with a wide variety of literature suitable for children; to afford practice in the reading of poetry and prose, in choric reading, and in creative drama; to establish some bases for the selection of literature for children; and to develop in the student an appreciation of the value and importance of literature in the training of children.

401-402. *English Drama.* Six hours credit. Three class periods a week for two quarters. Elective for juniors and seniors. This is a study of English drama from its beginning.

403. *Advanced Composition.* Three hours credit. Three class periods a week. Elective for juniors and seniors. This course consists of practice in writing based upon the study of current questions as discussed in the better class of magazines and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

441. *The English Language.* Three credit hours. Elective for juniors and seniors majoring in English. This course consists of an intensive study of the development of the English language.

442. *Speech.* Three credit hours. Elective for juniors and seniors. This course stresses the improvement of voice and diction, practice in formal and informal speaking, and improvement in oral reading.

443. *Play Production. Three credit hours.* Elective for juniors and seniors. This course is offered for those whose work will be in the field of dramatics as well as those who are interested in developing dramatic ability. The emphasis will be on problems of play production and stage techniques, with particular consideration given to the problems of play production in the elementary and secondary schools.

DEPARTMENT OF FOREIGN LANGUAGES

MISS WARD

101. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. For students who enter without French or with one year of high school French. The purpose of this course is to establish the ability to read and understand French. Direct method is used.

102. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. Prerequisite: French 101 or the equivalent. This course is a continuation of French 101.

103. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. Prerequisite: French 102 or the equivalent. This course is a continuation of French 102.

201. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: one year of college French or the equivalent. The purpose of this course is to develop fluency and to read works from the more important authors.

202. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 201 or the equivalent. This course is a continuation of French 201.

203. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 202 or the equivalent. This course is a continuation of French 202.

311. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: two years of college French or the equivalent. This course consists of: advanced grammar and practice in using idiomatic French; dictation in French; conversation based on ma-

terials read; reading histories, plays, novels, and short stories; dramatization.

312. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: French 311 or the equivalent. This course is a continuation of French 311.

313. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: French 312 or the equivalent. This course is a continuation of French 312.

441, 442, 443. *French Literature.* Nine hours credit. Continuous through the year. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people by means of literature.

141, 142, 143. *Elementary Spanish.* Nine hours credit. Continuous through the year. Elective for freshmen and sophomores. Juniors may elect this course by special permission. A beginning course with emphasis on reading, and practice in speaking and understanding simple Spanish.

241, 242, 243. *Intermediate Spanish.* Nine hours credit. Continuous through the year. Elective for sophomores, and for juniors and seniors by special permission. Prerequisite: one year of college Spanish or the equivalent. This course includes the rapid reading of prose, simple conversation, and such training in grammar as may be necessary.

DEPARTMENT OF GEOGRAPHY

MR. BRIER

141, 142, 143. *Western Hemisphere.* Special interest course for freshmen and sophomores. Three credit hours per term. Excursions and field projects to strengthen classroom work with observation and practical application. The course purposes to give (1) an understanding of man's adaptation to his environment—physical, social, economic, and (2) a knowledge of Western Hemisphere regions as factors in hemispheric cooperation.

231. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three credit hours.

233. *Man and His Natural Environment.* Required of sophomores in the Core program. Three credit hours.

241, 242, 243. *Eastern Hemisphere.* Special interest courses for sophomores. Three credit hours per term. This course surveys the regional geography of Asia, Europe, Africa, Australia, and Oceania, with particular emphasis upon American commercial interests and world relations.

301. *Geography of Europe.* Three credit hours. Three class periods a week. Required of juniors taking the continuous curriculum. This course is a study of Europe as a whole, followed by an application of principles learned from the regional study to the various countries of Europe. A geographic basis is established for interpreting economic and social activities in terms of factors of environment.

302. *Geography of Commercial Products.* Three credit hours. Field and library research for class discussion. This course purposes to give an intelligent understanding of geographic factors underlying production and distribution of world commodities, particularly raw material and foodstuffs. Critical elements in primary production, manufacturing, and commerce are analyzed with reference to selected "staples" in world trade.

303. *Geography of the South.* Three hours credit. Three class periods a week. Elective for juniors and seniors. This course stresses an understanding of the natural attributes of the South and a clearer concept of their persistent influences upon social and economic development. The course stresses regionalism in terms of southern problems and potentialities.

333. *Meteorology.* Three hours credit. Three dress periods a week. This is a course in the physics of the air. It gives an interpretation of temperature, pressure, winds, precipitation and humidity, as related to flight and other human activities. The course is open to advanced students upon the approval of the instructor.

401. *Historical Geography of the United States.* Three hours credit. Three class periods a week. Elective for all seniors. The purpose of this course is to make a study of the natural environment which has furnished the setting for the development and growth of the United States to a world power.

402. *Problems in Political Geography.* Three hours credit. Three class periods a week. Elective for all seniors. The purposes of this course are: to make a study of the past and present political patterns of the world as related to the elements of the natural environment; to make an intensive study of the basal geographic, economic, and social factors, influencing the important world powers in the solution of their domestic problems and their international relations.

403. *Conservation of Natural Resources.* Three hours credit. Three class periods a week. Elective for all seniors. This course is a study of our natural resources with a view of determining ways of obtaining maximum benefit from them. The national conservation movement receives careful consideration. Alabama's resources and their conservation are emphasized.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MR. FARMER, MISS ALDRIDGE

The physical education program has a three-fold purpose: To provide for the college student opportunities (1) for a well-balanced physical development and for participation in wholesome sports and desirable activities while in college; (2) to develop an understanding of and appreciation for recreational activities which will enrich the life of the individual after leavng college; (3) to gain a professional understanding of the principles of physical development and the technique for directing a health and physical education program.

In the freshman and sophomore years, all students are required to take courses dealing with the health needs and physical development of the individual. During the freshman year, the emphasis will be on the physical needs of the individual student, and during the sophomore year the emphasis will be on group participation in desirable activities accordng to the needs and interests of the student.

All prospective elementary teachers are required to take Health and Physical Education 361 and three hours of physical education activities in the junior or senior year.

Prospective secondary teachers are urgd to take Health and Physical Education 381 as an elective course where possible.

Elective courses in activities should meet the following requirements:

1. One group should be elected from the Team Sports Group.
2. One or more courses should be elected from the Individual Sport and Activity Group.
3. One course should be taken from the Rhythmics Group.
4. Other courses may be taken from any group of activities upon the approval of the head of the department.

Regulation uniforms and shoes are required. New students should purchase these from the College Supply Store.

INDIVIDUAL SPORTS AND ACTIVITIES

141. *Tennis for Men and Women.* One hour credit. Two class periods a week. This course deals with the basic techniques, strokes, and team tactics of the game—singles and doubles play. The game will be taught and developed through lectures, films, demonstrations, and much participation. Separate classes will be given for men and women.

142. *Golf for Men and Women.* One hour credit. Two class periods a week. Instruction will be given in the basic strokes, techniques, and skills of the game. Men and women will be taught in the same class group.

143. *Archery for Men and Women.* One hour credit. Two class periods a week. Fundamental techniques of the sport will be given, and care and upkeep of the equipment will be emphasized.

144. *Track and Field Activities for Men.* One hour credit. Two class periods a week. This course will include track and field events and will place some emphasis on the coaching of these events.

145. *Stunts and Tumbling for Men and Women.* One hour credit. Two class periods a week. This is an introductory course to tumbling techniques. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives, etc., will be taught. Self-testing stunts and group stunts will be introduced and some emphasis placed on pyramid building. Separate classes will be given for men and women.

146. *Badminton for Men and Women.* One hour credit. Two class periods a week. Instruction will be given in the simple fundamentals of the game, including the forehand and backhand drives, the clear and the serve. Team tactics and plays for the singles and doubles game will be emphasized.

241. *Beginners' Swimming for Men and Women.* One hour credit. Two class periods a week. Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes. Classes for men and women will be held separately.

242. *Intermediate Swimming for Men and Women.* One hour credit. Two class periods a week. This course provides further instruction in strokes and emphasizes form. Simple diving will be taught and water games will be included. Classes for men and women will be held separately.

243. *Recreational Games for Men and Women.* One hour credit. Two class periods a week. Techniques and skills will be taught in the following activities: Deck tennis, shuffle-board, aerial darts, croquet, ping pong, horseshoes. The popularity of these activities has stimulated interest in studying the game techniques.

TEAM SPORTS

151. *Volley Ball for Men and Women.* One hour credit. Two class periods a week.

152. *Basket Ball for Men and Women.* One hour credit. Two class periods a week.

153. *Field Ball and Soccer for Men and Women.* One hour credit. Two class periods a week.

154. *Soft Ball for Men and Women.* One hour credit. Two class periods a week.

Skills and team tactics will be developed in each of the above mentioned team sports. Classes for men and women will be taught separately. The courses for men will emphasize the coaching of the sport where the class feels a need for this type of help.

RHYTHMS

251. *Beginning Folk Dancing for Men and Women.* One hour credit. Two class periods a week. A wide variety of dances from various countries will be included in this course. Dances involving simple steps will be taught with the primary emphasis being placed on the country and square dances of the South.

252. *Intermediate Folk Dancing for Men and Women.* One hour credit. Two class periods a week. The dances of various nations will be taught, but only those will be included that are based on the more complicated steps and figures.

254, 255, 256. *Ballroom Dancing for Men and Women.* Three hours credit. Two class periods a week. This course proposes to teach the techniques and fundamentals involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course, the more advanced steps will be included: tango, rhumba, conga, etc. The course numbers designate beginners, intermediate, and advanced phases.

COURSES OF INSTRUCTION

213. *Personal Hygiene.* Three hours credit. Three class periods a week. Elective. The purposes of this course are to develop habits, attitudes, and knowledge concerning health, and to provide professional preparation of teachers in relation to home arts and science.

341. *Community Recreation.* Three hours credit. Three class periods a week. This course trains the student in the most efficient methods of planning, organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community field days, community sings, community swimming pools, parent-teacher entertainment, church recreational occasions, and private recreation groups. A very helpful bibliography of sources of information on such subjects will be compiled in the course.

361. *Health and Physical Education for the Elementary Teacher.* Three hours credit. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of plays and games suitable for elementary children.

381. *Health and Physical Education for the Secondary Teacher.* Three hours credit. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the secondary teacher.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

MR. SARTAIN, MRS. BYNUM

101, 102, 103. *World History.* Elective for freshmen and sophomores. Three credit hours per quarter.

131, 132, 133. *Problems of Modern Society.* Required of freshmen in the Bio-Social Core. Six credit hours.

201, 202, 203. *American History.* Elective for freshmen and sophomores. Three credit hours per quarter.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Six credit hours.

301, 302, 303. *English History.* Elective for juniors and seniors. Three credit hours per quarter.

341, 342, 343. *American Government and Politics.* Continuous through year. Nine credit hours, three each quarter. Elective for juniors and seniors. The purpose of this course is to show the function of government in the total life of the people and to prepare students for active participation in group affairs. It will include materials from local, state, and national governments. Much of these materials will be gathered from direct contact with governmental agencies. The purpose will be to develop understandings, participation, and attitudes which will make for more intelligent citizenship in local and national affairs as they function under the democratic processes.

351, 352, 353. *Economics.* Nine hours credit. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

361. *Social Studies for the Elementary Teacher.* Required for students graduating with the B.S. degree in Elementary Education. Among the topics considered are: local government; ways of communication, such as radio, newspapers, magazines; property rights; the child's responsibility for the care of public property; the responsibility of the child in the family and in the community; care for dependents.

401, 402. *Modern European History. Six credit hours.* Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world.

403. *Recent American History since* 1900. Three hours credit. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible.

441, 442. *History of the South.* Six credit hours. Three hours per quarter. This course is designed to develop an understanding of the special problems of the South as a region. Its past history is developed in order to understand the present position of the South in relation to the

nation. Emphasis is placed upon the changes which are taking place and the further changes that are needed.

444. *History of Alabama.* Three hours credit. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States

451, 452, 453. *Sociology.* Elective for juniors and seniors. Three credit hours per term. This course will combine both the principles of sociology and the problems of modern society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region. Will not be given in 1942-43.

DEPARTMENT OF MATHEMATICS

MISS SEGARS, MISS GARRETT

100. *Algebra and Elementary College Mathematics.* Three hours credit. Five class periods per week. Elective for freshmen. This course is designed for those students who wish to take Mathematics but are not prepared for Mathematics 101, 102, or 103.

101-102. *College Algebra.* Six hours credit. Three class periods a week for two quarters. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103-4. *Plane Trigonometry.* Six hours credit. Three class periods a week. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

201. *Mathematical Analysis.* Three hours credit. Three class periods a week. Elective for sophomores and seniors. The purpose of this course is to make functional the several branches of mathematics.

202-203. *Analytic Geometry.* Six hours credit. Three class periods a week for two quarters. Elective for sophomores and seniors. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give

familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into formulae and vice versa.

231-2. *Applied Mathematics.* Six hours credit. Three class periods a week. Three hours required. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement- Development and use of formula and graph will be included.

241. *Mechanical Drawing.* Three hours credit. Five class periods per week. Elective for sophomores and juniors. This course deals with the care and use of drawing instruments; instrument exercises; lettering; geometrical construction; orthographic projection; drawing to scale; tracing; and reading blue prints.

242, 243. *Descriptive Geometry.* Six hours credit. Elective for sophomores and juniors. A critical study of the science of drawing. The location of points, lines, planes; single-curved surfaces; tangent lines and planes; intersection of surfaces; and surface developments.

311. *Differential Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. *Integral Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. *Advanced Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

411. *Differential Equations.* Three hours credit. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The methods of solving differential equations of the first and second orders are studied in this course.

412. *Theory of Equations.* Three hours credit. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The course deals with polynomial functions, complex numbers, trigo-

nometric equations, cubic equations, approximation of roots of numerical equations, determinants.

413. *Theory of Equations.* Three hours credit. Three class periods a week. Elective for seniors. A continuation of 412.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN, MR. HOPKINS, MISS ELDER, MISS HUBBARD, MISS HAMIL, MISS INGRAM, MISS LEE

131, 132, 133. *Bio-Social Development of the Individual.* Required of freshmen in the Core program. Three hours credit in developmental psychology.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three hours credit in social psychology.

242. *Mental Hygiene.* Three hours credit. Three class periods a week. Elective. Prerequisite: Psychology 301 or 131. The purposes of this course are: to study the dynamic processes of purposive development; to gain an insightful understanding of progressive adjustment within the individual's inner life and in his interaction with his environment both social and non-social; to promote growth in ability to guide school pupils into wholesome adjustment and out of conflict and maladjustment; and to learn how better to meet the mental health needs in our present-day changing society.

243. *Applied Psychology.* Three hours credit. Three class periods a week. Elective. This course deals with the application of psychological principles and techniques in vocational guidance and selection and in educational guidance and selection.

301. *General Psychology.* Three hours credit. Three class periods a week. This course deals with a fundamental study of human behavior with major emphasis being given to: the human organism as a behaving being; instinctive functions and the role of learning in development; motivation and drives; behavioristic, gestalt, and psycho-analytic interpretations of behavior development.

311. *Advanced Educational Psychology.* Three hours credit. Three class periods a week. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of

psychological criteria. The implication of modern systems of psychological thought for curriculum building are emphasized.

331, 332, 333. *Development of Children and Youth in the Community and Region.* Continuous through the year. Three hours credit each quarter for three quarters. Required of all juniors. On the foundation of the study of the bio-social development of the individual, and of social and economic problems made in the general education cores of the first two years, intensive study is now made of developing children and youth in interaction with community and regional conditions. Human developmental problems are studied with emphasis on needs that are typical of rural and urban cultures. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom, are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of human development, special study is made by the student specializing in the elementary area of the elementary school child; and the student specializing in secondary education emphasizes the study of the secondary school pupil. Materials from the fields of psychology, sociology, agriculture, home economics, and education are utilized.

401. *Tests and Measures.* Three hours credit. Three class periods a week. The purposes of this course are: to give an appreciation of accurate measurements in education, to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in constructing classroom tests.

442. *Psychology of Exceptional Children.* Three hours credit. Three class periods a week. Elective. The purposes of this course are: to give a command of techniques for diagnosing mental deficiency and gifted mentality, special mental "gifts" and inferiorities, and marked deviations of psycho-physical development that require psycho-educational understanding and skill on the part of the teacher; to give guided practice in the making of functional case-studies of such exceptional children; and to promote growth in guidance ability to realize the maximum educational advancement for each exceptional school child.

443. *Social Psychology.* Three hours credit. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social

interaction, social conflict, and social evolution in the large; and to promote an understanding of the causes of and means of constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which has so largely created him.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

MISS BALLARD, MRS. RAINER

ART—MISS BALLARD

131, 132, 133. *The Arts in Individual Development.* Nine hours credit in art, music, and literature. See page 38.

231, 232, 233. *The Arts in Contemporary Society.* Twelve hours credit in art, music, and literature. See page 39.

403. *History of Art.* Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

MUSIC—MRS. RAINER

141, 142, 143. *Applied Music.* Study and practice in solo and ensemble singing. Continuous through the year. One hour credit per quarter. Two class periods a week. It is advised that these courses be taken in sequence, but a placement examination will be given any student wishing to take the advanced courses. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these courses is to give a maximum number of students a working knowledge of the voice as applied to solo and ensemble singing, to aid each student in developing a beautiful singing voice without the expense of individual instruction, and to give students the necessary preparaton for participation in vesper choir, college choir, and small vocal ensembles.

151, 152, 153. *Applied Music.* Class piano, band, and orchestral instruments. Continuous through the year. One hour credit per quarter. Two class periods a week. Each course is, respectively, a study of the piano, woodwind, brass, and string instruments. Previous musical experience is not necessary, as the fundamentals of music are given when the need for them arises. The purpose of these classes is to give to a maxi-

mum number of students the ability to play these instruments by means of group work. The number in each group will be limited. (Band and orchestral instruments will not be offered for 1943-44. Only class piano.)

241, 242, 243. *Applied Music.* Study and practice in solo and ensemble singing. Continuous through the year. One hour credit per quarter. Two class periods a week. Courses 141, 142, 143 must be completed before these courses are taken. A placement examination will be given any student wishing to take this advanced course. Emphasis in this course is still equally divided between solo work and ensemble work.

251, 252, 253. *Applied Music.* Class piano, band, and orchestral instruments. These advanced courses will not be offered for 1943-44.

341, 342, 343. *Applied Music.* Study and practice in solo and ensemble singing. Continuous through the year. One hour credit per quarter. Two class periods a week. Courses 141, 142, 143 and 241, 242, and 243 must be completed before enrolling for these courses. Placement examinations will be given to any stulent wishing to take these advanced courses. Emphasis in these courses is on the use of the voice in solo work. Advanced ensemble work will also be done.

351, 352, 353. *Applied Music.* Class piano, band, and orchestral instruments. These advanced courses will not be offered for 1943-44.

402. *History of Art—Music.* Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student wtih the evolution of music from primitive times to the present.

461. *Music for the Elementary Teacher.* Three hours credit. Required of all students preparing to teach in the elementary school. Included in this course are studies of: rhythm games; the social and cultural background of melodies; the development of simple melodies; and music suitable for elementary children. Among the experiences will be those of listening to good music, observing, and directing music periods.

INDUSTRIAL AND HOME ARTS—MISS BALLARD AND MR. CHOATE

241. *Industrial Arts—Study of Foods.* Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. The course deals with the problems of food nutrition of interest and value to elementary children. It includes a study of nutrition, creating of proper attitude and food habits in young children, source of foods, and something of the work in feeding man. The material is to be integrated with other phases of the curriculum.

242. *Industrial Arts—Study of Clothing and Shelter.* Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in material for his use and the problems arising from them. The course deals with problems of clothing and shelter of interest and value to elementary children. It includes a study of choice, care, and cost of clothing, the relation of clothing to health, the housing of the family, homes of other lands, and something of the work in providing clothing and shelter for man. The material is to be integrated with other phases of the curriculum.

243. *The Home—Its Care and Furnishings.* Three hours credit. Six laboratory periods a week. Elective for Juniors. This is a study of the changes man makes in materials for his use in the problems of life arising from them. A study of textiles, weaving, dyeing, and the care of materials. Selection and construction of clothing of a practical nature and basic design. Budgeting for clothing and the proper use and care of garments. Clothing made, worn, and cared for by students. This course is to be integrated with other phases of the curriculum.

251. *Introduction to Industrial Arts.* Three hours credit. Six laboratory hour periods per week. Elective as special interest course. A course to enable students better to understand the nature and extent of the industrial arts field. Problems that will occur in the preparation for teaching, and later in actual teaching situations, are given special attention. Opportunity is given to obtain experience in the use of handcraft tools, materials, and operations. Emphasis is placed on student-interest projects.

252. *Shop Procedures.* Three hours credit. Six laboratory periods. Elective as a special interest course. The major purpose of the course is to develop skill in and understanding of how to work creatively with tools and with inexpensive materials easy to obtain. Methods of adapting the work to the school classroom are studied and observed. An opportunity is afforded students to work in actual classroom situations and to develop techniques of working with pupils on art projects.

253. *Woodworking.* Three hours credit. Six laboratory periods. Elective as a special interest course. The student is offered an opportunity to develop skills in bench-work as well as to learn how to care for and use hand woodworking tools. A study is made of woods, materials, and supplies that are applicable to small shops or classroom situations. Processes and techniques in woodworking and finishing, together with the selection of tools and machines in terms of different teaching levels and local conditions, are presented. Individual and group projects are required.

341. *Food Preparation and Service.* Three hours credit. Six laboratory periods a week. Elective for Sophomores and Juniors. This course includes a personal diet study in connection with Health and the selection and cost of food. Table manners and behavior in one's environment as living has to do with social relationships. Room arrangement as a personal background. The care of the personal background and budgeting of it. Dormitory rooms and the Art House are used for laboratory work.

342. *Clothing—Selection, Construction, and Care.* Three hours credit. Six laboratory periods. Elective for sophomores and juniors. This course is designed to develop standards in construction skills and in costume designing.

343. *Household Management and Economics.* Three hours credit. Six laboratory periods a week. Elective for Sophomores and Juniors. This course provides scheduled living in the Art House in groups of four. This experience includes all of the planning and work for a rural home. Clothing designed; patterns made; and garments made, worn, and cared for under these conditions. Complete records kept of plans, household and personal budgets, and evaluations of the experience of living together in a rural home environment.

DEPARTMENT OF SCIENCE

DR. FARMER, DR. RUDOLPH, MR. C. A. FARMER,
MR. HOPKINS, MISS ALDRIDGE

111, 112. *General Zoology.* Six hours credit. Two class periods and one two-hour laboratory period a week. A study of the structure and function of a selected number of lower forms and a more detailed study of a few vertebrate forms. Prerequisites: a year in biology or its equivalent.

Science 113—*General Botany.* Three hours credit. Two class periods and one two-hour laboratory period a week. A study of the biology of the plant, the structure and function of organs, a survey of the kinds of plants and their economic importance, is the work of this course.

131, 132, 133. *Human Biology.* Required of freshmen in the Bio-Social Core. Nine hours credit.

201. *Field Zoology. Three hours credit.* Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology. The purposes of this course are to give the student a biological knowledge of the common animal life of Alabama,

and to teach the economic importance of this animal life. The field work consists of excursions to typical animal habitats for the purpose of collecting, identifying, and noting ecological conditions. A few specimens will be preserved and studied in detail.

202. *Physiology.* Three hours credit. Two class periods and two laboratory periods a week. Elective for sophomores. The purpose of this course is to give the student a biological knowledge of the structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction.

203. *Field Botany.* Three hours credit. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology 103. This course demands a knowledge of the local flora, gives the ability to use botanical manuals, and acquaints students with the ecology of plant habitats. Specimens collected on field trips will be studied in as much detail as time will permit.

211, 212, 213. *General Chemistry.* Nine hours credit. Two class and demonstration hours and one two-hour laboratory period a week. The aim of these courses is to give the student a knowledge of the elements and some of their compounds and the laws and theories underlying chemical reactions.

231, 232, 233. *Man and His Natural Environment.* Required of sophomores in the Core program. Nine hours credit.

341, 342, 343. *General Physics.* Nine hours credit. Two class periods and one two-hour laboratory period a week. Mechanics and heat, magnetism and electricity, sound and light, are the topics studied. A practical application of the principles of the science is made in such matters as the use of energy by machines, electricity as power and light and the devices for its use, sound in its relationship to scale and harmony, and light as it applies to optical instruments and photography.

351, 352, 353. *General Science.* Continuous through the year. Nine credit hours, three hours each quarter. Two class periods and a double laboratory period a week. Elective as a special interest course. Required of students electing the Science-Mathematics area. Open to juniors and seniors. The purpose of this course is to help the student understand himself and his environment, to practice accurate thinking, and to discover some laws and concepts of science. Emphasis on the scientific method as an exploratory technique will be made throughout the year's work. Consideration of the scientific basis of contemporary civilization

and of science in its function of explaining the physical and biological environment of our changing world, will be given throughout the year's work.

361, 362. *Science for the Elementary Teacher.* Required of students preparing for the B.S. degree in Elementary Education. Six hours credit.

This course includes: (a) The phenomena of the earth and the universe, such as: the solar system, the earth, what the world is made of, the atmosphere; (b) Common phenomena of plant and animal life, such as: adaption of the plant and animal life to environment, similarities of plants and animals, the social life of animals; (c) The phenomena of energy, such as: energy and the world's work, conservation of energy, use of energy, conservation of natural resources, light and sound in communication.

441. *Qualitative Analysis.* Three hours credit. One class period and two two-hour laboratory periods a week. The class discussion deals with the theoretical aspects of the subject. In the laboratory a study of reactions and the detection of unknowns is made. Prerequisite: General Chemistry 211,. 212, 214.

442, 443. *Quantitative Analysis.* Six hours credit. Theories and techniques are discussed in class and the analysis of substances by gravimetric, volumetric and colorimetric methods are made. Prerequisite: 441.

452, 453. *Organic Chemistry.* Six hours credit. Two class periods and one two-hour laboratory period a week. These courses deal with important organic compounds of the hydrocarbons and carbohydrates with particular emphasis upon foods and textiles. Prerequisite: A year of general chemistry.

LIBRARY DEPARTMENT

MISS CATES

241. *Library Methods. Three hours credit.* Two class periods a week. Five hours of laboratory and practice work a week. Elective for juniors and seniors. Class limited to 15 students per quarter. A course designed primarily for students who may become teacher-librarians in public schools. Special emphasis will be placed on the organization, administration and function of the school library in the modern educational system. Introductory work in selection and ordering of books, supplies, and free and inexpensive material; mechanical prepartion of books; simplified cataloging, classification, and library records. A laboratory fee of one dollar is charged for this course.

SUMMARY OF ENROLLMENT

1942-1943

SUMMER QUARTER, 1942

Freshmen		28
Sophomores		47
Juniors		109
Seniors		122
Specials		22
Men	43	
Women	285	
Total		328

REGULAR SESSION, 1942-1943

Freshmen		63
Sophomores		38
Juniors		47
Seniors		37
Specials		12
Men	81	
Women	116	
Total		197

Total in Summer Quarter and Regular Session	525
Extension Class (including duplicates)	216
Laboratory School, Summer Quarter and Regular Session	393
Total	1134
Duplicates	70
GRAND TOTAL	1064

REGISTER OF STUDENTS, 1942-1943

REGULAR SESSION

SENIOR CLASS

Name	*County*
Baxter, Mary Ellen	Barbour
Beasley, Margaret Mac	Pike
Cauthen, Brunies	Crenshaw
Clipson, William Floyd	Jackson, Fla.
Cox, Lillian Caldwell	Crenshaw
Daffin, Delorous	Dale
DuBose, Wilds Scott, Jr.	Crenshaw
Foley, Frances Louise	Pike
Furlow, Leo Truman	Pike
Gafford, Mrs. L. N. Conway	Lowndes
Hammer, Margie Helen	Pike
Harrelson, Louie William	Tallapoosa
Harrod, Mrs. Willie Dell	Crenshaw
Hicks, Mrs. Gladys F.	Pike
Hicks, Rebecca	Henry
Hicks, Thomas Lawrence	Pike
Johnson, Robert Sterling	Dale
Jordan, Jesse Lee	Pike
McCollough, Ellen	Coffee
McCool, Leo	Bibb
McCreary, Estelle	Conecuh
Mapes, Iris	Crenshaw
Mason, Mabel	Bullock
Miller, Cecil Drew	Butler
Morgan, Mrs. Frances Hope	Butler
Morris, Irene Frances	Crenshaw
Owen, Melba Ruth	Geneva
Parker, Florine	Pike
Petrey, Susie B.	Crenshaw
Ramage, James Taylor	Pike
Stuart, Mrs. Mary Evelyn	Pike
Stuckey, Helen Jane	Pike
Taylor, Paula Jane	Montgomery
Whaley, Mrs. Margaret	Pike
Wood, Lillie	Henry
Wright, Rex	Geneva
Youngblood, Audrey	Pike

JUNIOR CLASS

Adkinson, Helen Gelene	Dale
Barr, Wilda	Pike
Carter, Elkin Bragg	Pike
Chancey, Frances	Montgomery
Davidson, Willodene	Crenshaw
Dickinson, Jeanne Shaw	Pike
Dodson, Harriet Mary	Baldwin
Fail, Grace	Crenshaw
Fowler, Wilmer	Montgomery
Gafford, Grady Douglas	Pike
Hafner, Mamie	Sumter
Harper, Vera Eidson	Pike
Harrelson, Mrs. Jymmie I.	Covington
Henning, Kath. M.	Normandy, Mo.
Hopkins, Mrs. Vivian Stokes	Henry
Howard, Jeanette	Pike
Jackson, Billie	Crenshaw
Jackson, Wilder Farnum	Crenshaw
Jaye, Marguerite Odell	Monroe
Jernigan, Virginia Ruth	Pike
Johnson, Reba Le Merle	Dale
Johnson, Sara Lynn	Dale
Jones, Mittie Frances	Pike
Jones, Mrs. Ruby Bullard	Crenshaw
King, Charles Tema	Crenshaw
Layton, Mrs. B. C. Swain	Pike
Layton, George Leslie	Houston
Lindsay, Warren L.	Pike
McCall, Mrs. Lillie Mae	Pike
Mallette, Elna Ree	Crenshaw
Mann, Howard Freeman	Elmore
Norman, Wilburn Jackson	Crenshaw
O'Neal, McWhorter	Okaloosa, Fla.
Rister, Ella Verna	Dale
Sartain, James Auxford	Pike
Sawyer, Hilda	Coffee
Sellers, Thomas Allen	Covington
Shaver, William Albert	Pike
Shirah, Sam Curtis	Pike
Smith, Grace	Coffee
Stuart, Cope	Pike
Thomas, Mary Fenella	Crenshaw
Whitehead, Juanita	Pike
Whitehurst, Carolyn	Pike
Wilson, Cornelia Victoria	Crenshaw
Winters, Anna Marie	Wilcox
Wise, Mary Agnes	Geneva

SOPHOMORE CLASS

Name	*County*
Andrews, Morris	Washington, Ga.
Ashworth, Joseph Rucker, Jr.	Pike
Barr, Myra Vivian	Pike
Bass, Martha Anne	Covington
Carmichael, John Curtis	Crenshaw
Churchwell, Elbert	Crenshaw
Cole, Vera	Union, Fla.
Covan, Lucille	Butler
Curenton, Donald Adrien	Geneva
Dees, Hazel	Montgomery
Durden, William Roscoe	Covington
Eagan, Cornelia Ruth	Pike
Elmore, Frances	Coffee
Farley, Mrs. Syble Helen	Covington
Gillis, Pauline	Barbour
Gilmore, Kathryn Mary	Houston
Grimes, Lucy	Coffee
Hanks, Mrs. K. K. Bush	Crenshaw
Hartin, Bill	Covington
Herndon, Ella Frances	Henry
Howard, Charles Edwin	Pike
Jamerson, Lewis Warren	Pike
Jernigan, Emma Juanita	Pike
Johnston, Katherine A.	Crenshaw
Kirkland, Willie	Henry
Lipscomb, James William	Autauga
McGee, Annie Earl	Crenshaw
McLeod, Mrs. Frances Talbot	Pike
Paul, Ray Rushton	Pike
Pelham, Jesse	Holmes, Fla.
Pippin, Earl Clayton	Pike
Powell, Sara Lois	Crenshaw
Sanders, Mary Emma	Pike
Saunders, Robert Lawrence	Covington
Sessions, Sarah Nell	Chilton
Stringer, Raymond Earl	Crenshaw
Thomas, Mary Rufus	Escambia
Veal, Mrs. F. D.	Pike

FRESHMAN CLASS

Adams, Hazel	Covington
Allen, Clara Burford	Smith, Tenn.
Armstrong, Robert	Houston
Barefoot, Leila Estelle	Coffee
Bates, Lillian Larraine	Bullock
Bates, Robert C.	Lowndes
Bedsole, Mrs. Ray	Holmes, Fla.
Bernardo, Doris	Yonkers, N. Y.
Boan, Winfred	Butler
Browder, Mrs. Bertha Partin	Pike
Byrd, Sadie	Geneva
Carlile, Chalmus Dalton	Coffee
Clark, Carolyn	Crenshaw
Cooper, Bancroft	Coffee
Davis, Dewey Murphy	Macon
Davis, Thomas Doc	Russell
DeLoach, Doris	Chilton
Gibson, Nanette	Pike
Godwin, William Curfew	Elmore
Haisten, Jean	Pike
Ham, Stevens Edwards	Coffee
Hataway, Daniel DeKalb	Pike
Hatfield, Fred James	Tallapoosa
Hightower, Malcolm Lee	Pike
Hildreth, Doris May	Coffee
Howerton, Lois	Henry
Hullett, Louise Naoma	Escambia
Kearley, Clara Louise	Monroe
Kirkland, Willie Floyd	Houston
Lalak, Mrs. Marjorie B.	Baldwin
Lehman, Dorothy Sarah	Baldwin
McNair, Marylyn Martha	Pike
Macdonald, Robert Jersild	Pike
Mann, Mrs. Mildred Horne	Barbour
Merrill, Mary	Crenshaw
Money, Thelma Maxine	Covington
Morrison, James Forrest	Geneva
Nealy, James Willis	Jefferson
Parks, Alex Leon	Pike
Platt, George Travis	Henry
Powell, Jack M.	Covington
Ray, James Edward	Barbour
Reynolds, Eleanor	Pike
Riddle, Edwin Crosby	Muscogee, Ga.
Riley, Martha Lee	Pike
Ruffin, Evy Leria	Conecuh
Screws, William A.	Muscogee, Ga.
Sego, Frank Jackson	Macon
Sexton, Amos Reddoch	Crenshaw
Shaw, Mary Ava	Pike
Sheppard, Bernice Elloyd	Pike
Smith, James V	Muscogee, Ga.
Starling, James	Pike
Stone, Earl	Covington
Tatom, Sherrall Dean	Pike
Thomas, Emily Jean	Dale
Warren, Julia Patience	Pike
Whaley, Karie Aretious	Montgomery
Williamson, John Q.	Crenshaw
Willoughby, James Thomas	Coffee
Wilson, Marie	Pike
Wilson, Woodrow	Crenshaw
Young, Bill Clyde	Jefferson

SPECIALS

Name	*County*
Foshee, Miriam Pearl	Covington
Gillman, Arthur L.	Santa Rosa, Fla.
Gillman, Mrs. B. L.	Santa Rosa, Fla.
Grayson, Henry T.	Crenshaw
Haisten, Henry Herbert	Pike
Jeffers, Robert Savage	Etowah
Lancefield, Jane K.	Portland, Ore.
Shafer, Frances Dillard	Pike
Shirah, Angus M.	Pike
Sims, Mrs. Lillian Cecile	Crenshaw
Sirmon, Joseph Wiley	Crenshaw
Weyand, Mrs. Margaret T.	Pike

REGISTER OF STUDENTS, SUMMER SESSION, 1942

SENIOR CLASS

Adams, Elma Avis	Houston
Adams, Mellie B.	Pike
Anderson, Rillie	Geneva
Armor, Josephine Carlisle	Coffee
Bailey, Mrs. Alice	Walker
Barganier, Ellie Maude	Butler
Barlow, Helen	Conecuh
Barnes, Frank Wheeler	Escambia
Baxter Christine	Barbour
Baxter, Jane Wallace	Barbour
Beall, Edna Ruth	Crenshaw
Beverett, Annie Reva	Houston
Bird, Dorothy	Coffee
Blair, Mrs. Nettie Morrison	Barbour
Bowden, Mrs. Bessie Jones	Pike
Bryars, Letha A.	Baldwin
Butts, Ruby Norton	Montgomery
Calhoun, Sallie Mae	Coffee
Camp, Neida Aurelia	Henry
Casaday, Bessie	Montgomery
Champion, Mrs. Fannie D.	Crenshaw
Clipson, William F.	State of Florida
Coggin, Esther Lawson	Pike
Collier, Mrs. Lillian T.	Montgomery
Collins, Jane	Geneva
Coskrey, Homer Sneed	Pike
Cowart, Gladys Watson	Pike
Dickens, Gertrude	Pike
Downey, Nora Clayton	Pike
Dupree, James Warren	Macon
Eidson, Mary	Pike
Ellis, Bonnie	Crenshaw
Epperson, Arthur Charles	Baldwin
Evans, Mary Louise	Covington
Gaillard, Flora Madison	Mobile
Gantt, Berna Dean	Elmore
Gates, Frances Reid	Butler
Gibson, Eleanor Hamil	Tallapoosa
Green, Mrs. Gussie	Pike
Greene, Cordelia	Dale
Griffin, Willie Eunice	Houston
Gullage, Mrs. Howard	Dale
Hale, Mrs. Stella Taylor	Crenshaw
Ham, Ruth	Geneva
Harlin, Mrs. Martha R.	Crenshaw
Harrelson, Louie William	Tallopoosa
Harrington, Mattie	Montgomery
Hartzog, Lettie Phillips	Dale
Helms, Joy	Covington
Hendricks, Ruby Holmes	Escambia
Hix, Mrs. Jessie W.	Coffee
Hixon, Carolyn Lancy	Bullock
Holloway, Buena	Houston
Horn, Mrs. Madie B.	Crenshaw
Hufham, Mary Burt	Barbour
Hullett, Mary Elizabeth	Escambia
Ingram, Mabel Claire	Covington
Jackson, Myrtle Irene	Geneva
Jeffcoat, Eula Lorine	Houston
Jeffcoat, Mrs. Roy E.	Pike
Jenson, Vivian May	Baldwin
Johnson, Clyde	Covington
Johnson, Sarah Henrietta	Pike
Jones, Camille Dorris	Elmore
Kelly, Mary	Coffee
Kennedy, Martha Claire	Pike
Kersh, Alma Brooks	Autauga
Kersh, Lila Bess	Houston
Kirk, Jessie	Crenshaw
Kirkland, Nicolena	Bullock
Lacy, Mrs. Loraine Webb	Geneva
Lee, Maude	Houston
Linn, Elon	Henry
Littlegreen, Sadie Roberts	Mobile
Loftis, Annette Louise	Escambia
MacGill, Lois A.	Baldwin
McInnish, Mrs. Karma L.	Crenshaw
McKenzie, Eva	State of Florida
Maddox, Susie Byrd	Coffee
Miller, Cecil Drew	Butler
Mills, Robbie	Henry
Moore, Onie Mae	Coffee

Name	*County*
Morris, Irene	Crenshaw
Morris, Lillian	Coffee
Murdock, Rena Lee	Geneva
Odom, Kathryn	Houston
Owen, Melba Ruth	Geneva
Parks, Mrs. Annette S.	Pike
Peters, Mildred Lenora	Elmore
Petry, Louise Foy	Barbour
Petry, Susie B.	Crenshaw
Powell, Mrs. Mary E.	Covington
Powell, Vonnie Ree	Covington
Pullen, Eloise	Pike
Quimby, Mrs. Margaret S.	Butler
Redmon, Mrs. Louise Thomas	Pike
Rutland, Anna L.	Montgomery
Sellars, Ethel	Geneva
Shaver, Mrs. Nannie Rials	Escambia
Smith, Blanche Ellen	Baldwin
Smith, Ida	Coffee
Smith, Sally Pierce	Geneva
Snell, Mrs. Lucile Byrd	Dale
Stone, Sybil Laurie	Pike
Thomas, Exa Pearl	Crenshaw
Till, Mrs. Lula C.	Elmore
Tucker, Elizabeth	Monroe
Vinson, Clifford	Barbour
Ward, Avis	Mobile
Waters, Mrs. Ruth Sessions	Chilton
Weeks, Mrs. Mae Mosley	Geneva
Whaley, Mrs. Margaret G.	Pike
Whaley, Mrs. Tex Kilpatrick	Pike
Williams, Mrs. Mae Green	Pike
Willis, Vera Louise	Pike
Womble, Lelah Winnifred	Houston
Wood, Mary Benton	Covington
Woodham, Nuna Ruth	Dale
Woodham, Theo	Crenshaw
Wynn, Mrs. Herbert	Geneva
Yeldell, Maud Cheatham	Escambia
Zachry, Mrs. Elizabeth	Montgomery

JUNIOR CLASS

Bailey, Catherine	Walker
Bailey, Jennie Ruth	Walker
Baxter, Mary Ellen	Barbour
Beasley, Margaret Mac	Pike
Bennett, Mrs. Margaret King	Pike
Benson, Lillian John	Crenshaw
Benson, Mary Elizabeth	Crenshaw
Berry, Charlie Mae	Henry
Bland, Thelma	Henry
Boutwell, Vivian	Pike
Brabham, Mrs. G. L.	Bullock
Bratcher, Mrs. Verona M.	Butler
Brown, Marjorie	Henry
Bryan, Mrs. Bertha May Folmar	Pike
Bryan, Bertie B.	Coffee
Burkett, Carr	Houston
Byrd, Ola Mae	Monroe
Cameron, Blonzie Oleta	Houston
Carmichael, Mrs. Mary Kate	Pike
Carter, Elkin Bragg	Pike
Childers, Thelda Lois	Barbour
Clifton, Mrs. Louise S.	Barbour
Collins, Harold Ray	Pike
Conway, Lucy Nell	Lowndes
Coplin, Margaret	Covington
Daffin, Sarah Delorous	Dale
Davidson, Willodene	Crenshaw
Deese, Aletha	Houston
DuBose, Wilds Scott	Crenshaw
Fail, Mrs. Grace	Crenshaw
Farris, Mrs. Rochelle T.	Geneva
Flewellen, Mrs. Stella D.	Barbour
Foley, Frances Louise	Pike
Garner, Mrs. Emmette M.	Dale
Golson, Evelyn Merle	Conecuh
Golson, Louise	Autauga
Greathouse, Qumi	Pike
Green, Mrs. Hortense C.	Barbour
Green, Pauline Wrenn	Pike
Guilford, Mrs. Grace C.	Pike
Hammer, Margie Helen	Pike
Hammock, Applis	Tallapoosa
Harper, Mrs. Vera Eidson	Pike
Harrod, Mrs. Willie Dell	Crenshaw
Hatcher, Dorothy Helena	Geneva
Henning, Kath. M.	State of Missouri
Hicks, Thomas Lawrence	Pike
Hicks, Rebecca	Henry
Hobbs, Rochelle	Baldwin
Hornsby, Marie	Tallapoosa
Hullett, Vianna Aseneth	Escambia
Ingram, Clarice	Houston
Ingram, Lucille	Houston
Jackson, Mavis Aline	Geneva
Johnson, Emmie	Geneva
Johnson, Holley	Henry
Johnson, Robert Sterling	Dale
Jones, Ethameeta	Geneva
Jordan, Jesse Lee	Pike
Kilpatrick, Lula T.	Escambia
Kimbrough, Carrie	Wilcox
King, Charles Tema	Crenshaw
Kirkland, Wilma	Covington
Landers, Freda Lee	Crenshaw
Layton, George Leslie	Houston
Liger, Julia	Pike

Name	*County*
Littleton, Doc W.	Coffee
McCullough, Ellen	Coffee
McCoy, Myrtie Blankenship	Henry
McCreary, Estelle	Conecuh
McRae, Sara Catherine	Barbour
Mallette, Elna Ree	Crenshaw
Mason, Mabel,	Bullock
Mobley, Janie Irene	Henry
Moll, Mrs. Elma	Pike
Money, Mary Zelda	Covington
Montgomery, Clara Thelma	Elmore
Morris, Mae	Coffee
Mullins, Mary Margaret	Geneva
Neel, Angus D.	Pike
Ogburn, Patricia	Geneva
Orr, Mrs. James F.	Geneva
Parker, Florine	Pike
Pelt, Daniel Frederick	State of Fla.
Pinkerton, Estelle	Butler
Pope, Ruth Crosby	Coffee
Ramage, James Taylor	Pike
Reddoch, Catherine	Pike
Richardson, Oma Jean	Dale
Sartain, James Auxford	Pike
Sellers, Helen	Pike
Simmons, Dorothy Grace	Geneva
Skipper, Rubye Murdock	Geneva
Stembridge Mildred Box	Houston
Stokes, Vivian Maurice	Henry
Taylor, Blanche Vencil	Baldwin
Taylor, Clarabel	Bullock
Taylor, Helen Marzelle	Chilton
Thompson, Frances Irene	Escambia
Vickers, Susie Mae	Houston
Wade, Evie	Coosa
Watkins, Julia Anna	Lee
Webb, Mary Ellen	Geneva
Weems, Frances	Henry
Whiddon, Mary Elizabeth	Henry
Wilkes, Mrs. Annabelle A.	Coffee
Williams, Susie	Henry
Wood, Lillie	Henry
Wright, Ouida	Geneva

SOPHOMORE CLASS

Adkinson, Helen G.	Dale
Akridge, Mazie Weston	Mobile
Barr, Wilda	Pike
Bass, Sarah Frances	Crenshaw
Blackmon, Nancy Ethel	Barbour
Bush, Katie Katherlin	Crenshaw
Butts, Annie Belle	Barbour
Cain, Audrey L.	Crenshaw
Callahan, Mrs. Leila C.	Mobile
Chambers, Madolyn	Pike
Chancey, Frances	Montgomery
Dickinson, Jeanne Shaw	Pike
Ellis, Ruth Harris	Geneva
Epperson, Mrs. Cora V.	Barbour
Fryer, Bernice Miriam	Pike
Gardner, Mrs. Gerald W.	Crenshaw
Goodman, Willer Belle	Coffee
Hayes, Thelma Mosley	Covington
Holmes, Sara Molene	Covington
Howard, Jeanette	Pike
Jackson, Wilder Farnum	Crenshaw
Jackson, William	Crenshaw
Jaye, Marguerite	Monroe
Jernigan, Virginia Ruth	Pike
Johnson, Reba LeMerle	Dale
Johnson, Sara Lynn	Dale
Johnston, Katherine A.	Crenshaw
Kennedy, Bennie Maude	Pike
King, Mrs. Van	Pike
Little, Mrs. Lois Grimes	Barbour
McGee, Annie Earl	Crenshaw
McPherson, Lucile	Butler
Maddox, Louise McCarty	Geneva
Mann, Howard Freeman	Elmore
Pelt, Ruby Joseph	Pike
Pointer, Malcolm Lawrence	Pike
Rainer, Mrs. Violet D.	Coffee
Reynolds, Eulalia	Pike
Scroggins, Robbie Dorcas	Tallapoosa
Stephens, Oneille Jones	Crenshaw
Swain, Billie Claire	Pike
Trawick, Archie B.	Barbour
Trawick, Mrs. Archie B.	Barbour
Veal, Sibbie	Pike
Veal, Mrs. F. D.	Pike
Whitehead, Juanita	Pike
Wilson, Cornelia Victoria	Crenshaw

FRESHMAN CLASS

Barr, Myra Vivian	Pike
Blackwell, Lilly	Covington
Brooks, Maxine Hardin	Conecuh
Bryan, Mrs. Bertie Hix	Pike
Canaday, Mrs. Audrey Partin	Pike
Churchwell, Elbert	Crenshaw
Collins, Ruth Bassett	Pike
Covan, Lucille	Butler

Name	*County*
Dees, Hazel	Montgomery
Dominey, Mrs. W. J.	Houston
Dykes, Mrs. J. T.	Houston
Eagan, Cornelia Ruth	Pike
Elmore, Frances	Coffee
Gillis, Pauline	Barbour
Grimes, Lucy	Coffee
Helms, James T.	Geneva
Herndon, Ella Frances	Henry
Howard, Charles Edwin	Pike
Ingram, Jymmie	Covington
Jamerson, Lewis Warren	Pike
Jernigan, Emma Juanita	Pike
Josey, Mrs. Mattie S.	Conecuh
Parks, Alex Leon	Pike
Pippin, Earl Clayton	Pike
Powell, Sarah Lois	Crenshaw
Rhoades, Nace W.	Coffee
Sessions, Sarah Nell	Chilton
Stringer, Raymond	Crenshaw

SPECIALS

Anthony, Eiland Eland	Pike
Baker, Martha Virginia	Pike
Boswell, Elizabeth	Pike
Edwards, Edna Faris	Russell
Ellisor, Julian G. Jr.	Covington
Gillman, Arthur L.	State of Florida
Horton, Kathryn Louise	Pike
Lower, Mrs. Mark	Dale
McCormick, Estelle	Geneva
McDonald, Lee Ira	State of Florida
McEachern, Mrs. Floy Jones	Pike
Pearson, Mary Clarice	Pike
Poe, Eleanor H.	Jefferson
Richardson, Virginia Ann	Henry
Richburg, Rex Wesley	Pike
Scott, Mrs. Mabel West	Henry
Sellers, Dorothy	Pike
Shirah, Angus M.	Pike
Sirmon, Wiley	Crenshaw
Tressler, Gertrude L.	State of Penn.
Ward, Mrs. Etta M.	Geneva
Womble, Mrs. Georgia P.	Houston

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JANUARY

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STATE TEACHERS

College

TROY, ALABAMA

944-1945

BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXXI July, 1944 Number 1

Member
The Southern Association of Colleges
And Secondary Schools
The American Association of Teachers Colleges
The Association of Alabama Colleges

ANNOUNCEMENTS
1944-1945

The Fifty-Eighth Year

Published quarterly by Alabama State Teachers College, Troy, Alabama. Entered as Second-Class Matter at the Post Office at Troy Alabama, under Act of March 12, 1914.

CALENDAR

FALL QUARTER, 1944

SEPTEMBER	10	Sunday, Dormitory opens.
SEPTEMBER	11	Monday, Orientation and registration of all students.
SEPTEMBER	12	Tuesday, Class work begins.
OCTOBER	23	Monday, Last day for registration for a half quarter's credit.
NOVEMBER	30	Thursday, Thanksgiving holiday.
DECEMBER	2	Saturday, Close of Fall Quarter.

WINTER QUARTER, 1944-45

DECEMBER	4	Monday, Registration and beginning of class work.
DECEMBER	16	Saturday, Christmas holidays begin.
DECEMBER	28	Thursday, Class work resumes. Classes to be held on Saturday, December 30.
JANUARY	22	Monday, Last day for registration for a half quarter's credit.
MARCH	3	Saturday, Close of Winter Quarter.

SPRING QUARTER, 1945

MARCH	5	Registration and beginning of class work.
APRIL	17	Tuesday, Last day for registration for a half quarter's credit. Registration for special spring session.
MAY	20	Sunday, Baccalaureate service, 11:00 A.M.
MAY	25	Friday, Graduation exercises, 10:00 A.M. Close of Spring Quarter.

SUMMER QUARTER, 1945

JUNE	4	Monday, Registration.
JUNE	5	Tuesday, Class work begins.
JULY	10	Tuesday, Close of the first session of the summer quarter.
JULY	11	Wednesday, Registration for the second session of the summer quarter and beginning of class work.
AUGUST	17	Graduation exercises, 10:00 A.M. Close of Summer Quarter.

Classes will meet on the following Saturdays:
June 9, 23; July 7, 21; August 4.

Students entering after class work has begun must pay an extra fee of $2.00 for late registration.

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Name	*Address*	*Congressional District*	*Term Expires*
C. M. A. ROGERS	Mobile	First	1949
EARL MCGOWIN	Chapman	Second	1947
H. L. UPSHAW	Eufaula	Third	1949
HARRY M. AYERS	Anniston	Fourth	1945
JOE STARNES	Guntersville	Fifth	1949
L. H. ELLIS	Columbiana	Sixth	1945
DR. J. S. WITTMEIER	Oneonta	Seventh	1947
A. H. CARMICHAEL	Tuscumbia	Eighth	1947
DONALD COMER	Birmingham	Ninth	1949

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Montgomery, Alabama

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JAMES O. COLLEY, M.D. ..... *College Physician*
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CHARLES BUNYAN SMITH, B.S., M.A., ED.D.
President
B.S., George Peabody College for Teachers, 1922, M.A., 1927; Ed.D., Teachers College, Columbia University, 1940; President, State Teachers College, Troy, 1937—

DORIS ALDRIDGE, B.S., M.A.
Health and Physical Education for Women
B.S., Oklahoma A. and M. College, 1927; M.A., Teachers College, Columbia University, 1932; University of California, Summer, 1938; Teachers College, Columbia University, Summer, 1939; State Teachers College, Troy, 1943—

HENRY CLAY BRIER, B.S., M.A.
Geography
B.S., George Peabody College for Teachers, 1925, M.A. ibid., 1928; State Teachers College, Troy, 1943—

MARTHA JANE BALLARD, B.S., M.A.
Art
Alabama College, 1916-17; B.S., University of Alabama, 1918; Teachers College, Columbia University, 1928; M.A., University of Chicago, 1935; Troy State Teachers College, 1931—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History
Graduate, Troy State Normal College, 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

EMILY SINCLAIR CALCOTT, B.S., M.S., PH.D.
Assistant in English
B.S., State Teachers College, Farmville, Va., 1924; M.S., University of Virginia, 1928, Ph.D., University of Virginia, 1931; State Teachers College, Troy, 1934—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian
B.A., in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

ALBERT E. CHOATE, B.S.
Health and Physical Education for Men
Superintendent of Buildings and Grounds
B.S.. East Tennessee Teachers College, 1926; Graduate Student, University of North Carolina, 1927; George Peabody College for Teachers, 1928; Alabama Polytechnic Institute, 1931, 1936; Northwestern University Coaching School, 1937; Louisiana State University, summer 1939, 1940; State Teachers College, Troy, 1937—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

ROBERT HUGH ERVIN, B.A., M.A., ED.D.
Psychology
B.A., University of Virginia, 1918, M.A., 1920, M.Ed., 1923, Ed.D., Harvard University, 1929; State Teachers College, Troy, 1931—

*CURREN ADAMS FARMER, B.S., M.A.
Health and Physical Education for Men
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

*Absent on leave.

CURREN MONROE FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College, 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

*LAURESON FORRESTER, B.S., M.A.
Health and Physical Education for Women
B.S., Peabody College, 1926, M.A., 1933; State Teachers College, Troy, 1933—

BOYCE GARRETT, B.A., M.A.
Dean of Women, Mathematics
B.A., Huntingdon College, 1929; M.A., University of Alabama, 1933; Columbia University, Summers, 1938, 1939; State Teachers College, Troy, 1934—

LORAINE ESTELLE HAMIL, B.PH., M.PH., B.S., M.A.
Third Grade Critic Teacher
B.Ph., Troy State Normal College, 1896, M.Ph., 1898; B.S., Peabody College, 1921; M.A., University of Alabama, 1936; State Teachers College, Troy, 1905—

IRWIN A. HAMMER, B.A., M.A., ED.D.
Education
B.A., Park College, Parkville, Mo., 1920; M.A., University of Colorado, 1927; Ed.D., Teachers College, Columbia University, 1939; State Teachers College, Troy, 1937—

GEORGE WILLIAM HOPKINS, B.A., M.A.
Acting Director and Critic Teacher
B.A., Furman University, 1930; University of North Carolina, Summer, 1939; University of Kentucky, Summer, 1940; M.A., Furman University, 1943; State Teachers College, Troy, 1941—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S., Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

*EMMETT KILPATRICK, B.A., M.A., DOCTEUR ES-LETTRES
French
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

FLORENCE OLIVIA LEE, B.A., M.A.
First Grade Critic Teacher
Graduate, St. Mary's Episcopal College, Raleigh, N.C.; B.A., Alabama College, Montevallo, 1936; M.A., Teachers College, Columbia University, 1941; State Teachers College, Troy, 1938—

*MARY F. McCARTHY, B.S., M.A.
Sixth Grade Critic Teacher
Graduate, Columbus, Ohio, Normal School, 1921; B.S., in Education, Ohio State University, 1924; M.A., Ohio State University, 1925; Student, University of Marburg, Germany, Winter Term, 1931-32; Student, Columbia University, 1932-1933; State Teachers College, Troy, 1936—

*Absent on leave (military).

ESTHER MURPHY, B.S.
Sixth Grade Critic Teacher
State Teachers College, Troy, Alabama; B.S., Alabama Polytechnic Institute; State Teachers College, Troy, 1943—

ANNETTE SHACKELFORD PARKS, B.S.
Assistant Librarian
B.S., Troy State Teachers College, 1942; State Teachers College, Troy, 1943—

C. W. PASKINS, M.A.
Assistant in History
B.Ed., E. Illinois State Teachers College, 1937; University of California, summer 1940; M.A., Duke University, 1941-42 and summer of 1943; State Teachers College, Troy, 1943—

*RICHARD CONNELLEY PECK, B.A., M.S., PH.D.
English
B.A., Park College, 1935; M.A., George Peabody College for Teachers, 1936, Ph.D., 1942; State Teachers College, Troy, 1940—

VIRGINIA LEWIS PECK, B.A., M.A., Ph.D.
English
B.A., Vanderbilt University, 1934; M.A., Vanderbilt University, 1935; Ph.D., Vanderbilt University, 1939; State Teachers College, Troy, 1943—

*LAWRENCE L. PETERSON, B.E., M.S.
Music
B.E., State Teachers College, Moorhead, Minnesota, 1935; Graduate Student, State Teachers College, Moorhead, 1935-36; Concordia College Conservatory of Music, Fargo, N. D., 1936-37; University of Southern California, 1938-39; Summer Sessions, 1938, 1939, 1940; M.S., University of Southern California, 1941; State Teachers College, Troy, 1939—

OLIVIA KIRBY RAINER, B.A.
Music
B.A., Western Kentucky State Teachers College, 1928; Graduate student, New York University, 1930; Voice (private), 1932-; Glee Club Director, 1936-40; State Teachers College, Troy, 1928-29, 1943—

A. S. RUDOLPH, B.S., M.S., PH.D.
Science
B.S., Agricultural Western Kentucky Teachers College, 1924; M.S., University of Kentucky, 1928; University of Chicago, Summer, 1930; Ph.D., Iowa State College, 1938; State Teachers College, Troy, 1942—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of N.C., 1930-31; State Teachers College, Troy, 1919—

MYRA SEGARS, B.PH., B.S., M.A.
Mathematics
B.Ph., Troy State Normal College, 1900; B.S., Teachers College, Columbia University, 1923, M.A., 1929; State Teachers College, Troy, 1915—

OPHELIA SMITH, B.S.
Fourth Grade Critic Teacher
B.S., State Teachers College, Florence; George Peabody College for Teachers; State Teachers College, Troy, 1943—

*Absent on leave (military).

*L. LEMAR STEPHAN, B.S.,PH.M.
Geography
B.S., Western Kentucky State Teachers College, Bowling Green, 1932; Ph.M. in Geography, University of Wisconsin, Madison, 1933; further graduate study, Clark University, Worcester, Mass.; State Teachers College, Troy, 1941—

MADIE BELLE WARD
Foreign Languages
A.B., Alabama College, Montevallo, 1940; graduate study, 1941, 1942, University of North Carolina; State Teachers College, Troy, 1943—

VIOLET GROSS ERVIN, B.A., MUS.B.
Piano (Private)
B.A., Tennessee College and Diploma in Piano, 1916; Mus.B., Chicago Musical College, 1926; Graduate study, George Peabody College for Teachers, two quarters; Private teacher of Piano, State Teachers College, Troy, 1941—

*Absent on leave.

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ADMISSIONS, CLASSIFICATION AND CREDITS: Dr. Ervin, Chairman; Miss Segars, Mrs. Sawtell, Dr. Rudolph.

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HEALTH: Miss Aldridge, Chairman; Dr. Colley, Miss Rich, Students.

INTERIOR DECORATION: Miss Ballard, Chairman; Miss Garrett, Mr. Paskins, Students.

CURRICULUM AND INSTRUCTION: Dr. Hammer, Chairman; Dr. Ervin, Miss Cates, Miss Garrett, Mr. Hopkins, Dr. Rudolph.

ANNUAL ALUMNI LUNCHEON AT STATE A. E. A. MEETING: Miss Garrett, Chairman, Mr. Sartain.

COMMENCEMENT PROGRAMS: Dr. Ervin, Chairman, Miss Garrett.

GUIDANCE AND STUDENT PERSONNEL: Dr. Hammer, Chairman; Miss Garrett, Vice-chairman; Dr. Ervin, Mr. Hopkins, Mr. Sartain, Miss Aldridge, Miss Poe.

ARTS PROGRAM: Dr. Ervin, Chairman; Miss Ward, Miss Ballard, Miss Garrett.

STUDENT AFFAIRS: Miss Garrett, Chairman; Mr. Sartain, Miss Aldridge, Dr. Rudolph.

EVALUATION AND MEASUREMENT: Dr. Ervin, Chairman; Miss Ingram, Miss Garrett, Miss Elder, Mr. Hopkins, Miss Lee, Dr. Calcott, Miss Smith, Mr. Sartain.

*The President of the College is ex-officio member of all Committees.

General Information

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has the excellent health and entertainment facilities, paved streets, and conveniences of a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The many social, church, and school organizations furnish frequent wholesome and instructive entertainment; and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are four college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, and the new Health and Physical Education building, Wright Hall.

Kilby Hall is a one story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beautiful open court which encloses four large pecan trees and in which is a concrete stage for open air entertainments.

Bibb Graves Hall, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the colonial style of architecture; and, for the present, it houses not only the classrooms, but

the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

SHACKELFORD HALL is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through—an ideal retreat for the girls who reside on the campus.

EDGAR M. WRIGHT HALL. A new Health and Physical Education Building, equipped for basketball and other sports, has just been completed. The building is a handsome, two-story structure of colonial architectural style. Tennis courts and landscaped gardens add to the attractiveness of the outside of the building.

THE SWIMMING POOL. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

GOLF COURSE AND SCENIC DRIVEWAY. A golf course covering many acres of ground, with nine holes and with a par score of 32, is an important campus feature. Students are admitted to the course free and town people pay a small fee. A scenic driveway and a lagoon of several acres furnish other attractive features for recreational life and for instruction in the field sciences.

THE LIBRARY

THELMA K. CATES, Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program of the institution. This work is supplemented by instruction in the use of the materials in the Library and reading rooms of the Laboratory School housed in Kilby Hall.

The Library book collection now numbers in excess of 24,000 volumes; and the periodical list includes 150 magazines. The Library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms.

THE INFIRMARY

JAMES O. COLLEY, JR., M.D., Physician

MARY E. RICH, R.N., College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the College physician, and it is equipped with modern hospital furnishings. Students are well cared for in every particular.

THE COLLEGE SUPPLY STORE

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold. The Store is a recreation center in after-school hours where students gather for refreshment and for a good social time.

THE COLLEGE LABORATORY SCHOOL

The College Laboratory School is our laboratory school for teachers of Alabama. The laboratory school for teachers accepts a large responsibility to Alabama children and to the teacher training program growing out of the important curriculum revision movement now in progress. We are meeting this responsibility by making a more intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children has been enriched by providing special work in music, art, and physical education with the assistance of College instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The art work has been greatly enriched. The children use many mediums of expression. The physical education work is placing more emphasis on the natural development of children. The work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

DEPARTMENT OF FIELD SERVICE

DR. IRWIN A. HAMMER, Director

The Department of Field Service of Troy State Teachers College is offering two types of educational service to the teachers of Alabama. First, the usual academic offerings as described in the Catalogue are being made available to all teachers who desire college credit by extension courses.

Second, field service courses are offered in connection with county-wide programs for the improvement of instruction. This service is being emphasized in an effort to promote the State Program of Curriculum Study and Development.

Credit for this work is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to recommend teachers to suitable positions.

THE COLLEGE GUIDANCE PROGRAM

Freshman young men and young women at the Troy State Teachers College receive close, thorough, and sympathetic guidance. Each student works under the constant guidance and counselling of his faculty adviser, with whom he must have several hours of instruction and counselling every week, in the Freshman Program of studies recommended for all incoming freshman students. Faculty members and upper classmen at "Troy" have established a strong tradition of friendliness in their helpful

attitude toward seeing to it that every freshman gets the very best start possible on his college career. It is the belief here that an excellent start in college life means that the student is at least half-way in his progress toward real success.

STUDENT ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at "Troy" through organized activities. Students are encouraged to participate actively in those which will promote their personal growth and development, and which help them to make their best contributions to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus.

> The purpose of this organization is to provide opportunities for the practice of good citizenship; to promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.
>
> The officers for 1943-1944 are:
> President ..... Hilda Sawyer
> Vice-President ..... John Carmichael
> Secretary-Treasurer ..... LeMerle Johnson

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

THE SOCIAL COMMITTEE

The Social Committee is composed of a chairman and seven committee members. Their object is to promote social activity and entertainment for the students. Because of war-time conditions the Social Committee is at present replacing the Pan-Hellenic Council and the social sororities and fraternities which formerly operated on the campus.

THE "TROY STATE" DEFENSE COUNCIL

The College Defense Council was organized and began functioning in November of 1943. Representatives from each class and a chairman make up the council. They, with the cooperation of the Student Government, support the regular defense projects on the campus; and they are organized to meet all the current defense needs which may arise. One of the highlights of this year's work was the establishment of "cokeless Thursday" when on that day Defense Bonds and Stamps are sold.

INTERNATIONAL RELATIONS CLUB

The International Relations Club exists for the purpose of stimulating intelligent interest in international affairs.

It consists of two groups—senior members and junior members. To become eligible for senior membership one must possess an average of 85 or above for three consecutive quarters and show qualities of leadership, character, and interest in international affairs. Junior members must have attended this College for at least one quarter and show interest in international affairs.

This club sponsors a well-rounded library of books on current topics donated by the Carnegie Endowment Fund. Each month it receives a news summary of national and international events. Other worthwhile activities that the club sponsors are exhibits, educational forums, addresses by noted speakers, and an annual banquet.

PI KAPPA OMEGA

Pi Kappa Omega is a local honor society which was organized in 1936 for the purpose of recognizing and encouraging superior scholastic achievement and leadership, and to develop high professional standards in the teaching profession.

ALPHA PSI OMEGA

Eta Sigma Chapter of Alpha Psi Omega, national honorary dramatic fraternity, was installed in 1939. It seeks to recognize and stimulate excellence in the field of dramatic production.

GEOGRAPHY AND CONSERVATION COUNCIL

The Troy Geography and Conservation Council was established in 1939 for the purpose of promoting geographic study. A grove of tung oil

trees has been planted on the campus as a project of the Council. The collection of maps and materials is another continuing project of the group.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the Library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

THE SAPIENTS CLUB

The Sapients Club boasts of being the youngest, most informal, and most democratic student organization on the Troy campus. Its membership is open to all students and faculty members who are interested in the pursuit of Truth, through free and open discussion. The club programs give definite emphasis also to cultural issues and to the arts.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

THE RELIGIOUS COUNCIL

The Students Religious Council is an organization open to all students of any denomination. It was organized in 1943 to promote religious activities on the campus and to coordinate the efforts of the young people's organizations of the different churches in Troy. The Council is responsible for devotional services held in Shackelford Hall.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, etc. The "Troy" W. A. A. is a member of the National Athletic Association.

CONADIA CLUB

The purpose of the Conadia Club is to provide opportunities for informal discussion of questions relating to the personal and social development of college students with a view toward a better understanding of our culture and environment.

Membership is open to students in the Freshman and Sophomore classes.

CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality.

Speakers representing many fields of interest and knowledge are presented on the weekly Assembly programs.

EXPENSES

Board in Dormitories—$60.75 per quarter, or $20.25 per month, payable in advance.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$3.00 per quarter. This fee is paid by all students at the beginning of the quarter, and is not subject to refund.

Deficiency Examination Fee—A fee of $1.00 is charged for each deficiency examination.

Laboratory Fee—A fee of $1.00 is charged for each three-hour course in a laboratory science.

Diploma Fee—All degree graduates pay a fee of $10.00.

Out of State Fee—Students residing in other states must either sign an obligation to teach two years in Alabama or pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property.

*ROOM AND BOARD FOR WOMEN

The State Teachers College is provided with a well equipped, modern dormitory for women, and the rates for accommodations are as follows: For one quarter of three months, see Expenses. This includes room, heat, lights, and table board. Irons for use in the dormitory must be furnished by the student. A deposit of 50 cents is required for room key, and it is refunded when the key is returned to the dormitory office.

Students withdrawing for unavoidable reasons have the unused part of the board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund the following rates are charged for board: For a month, $20.25; for a single room without roommate, $24.25; for less than a month and more than a week, $6.00 a week; for less than a week, $1.25 per day. No deductions are allowed for absence of a shorter time than two weeks, and then the absence must be for providential cause. Students entering late but receiving credit for a full quarter's work must pay the entire quarter's expenses.

No room is reserved until the reservation fee of $1.00 has been paid to the Treasurer of the College. This $1.00 is credited upon the first month's board.

All boarding students, whether in town or in the dormitories, are subject to the same general regulations, and no student is permitted to board where these regulations are not adopted and maintained as the law of the house.

Students should furnish for room use a cover for couch bed, two pillow cases, four sheets, blankets or comforts, clothes bag, and six towels. All bedding should be for single beds. For dining room use, students are required to supply six napkins. All linens should be plainly marked with the student's name.

ROOM AND BOARD FOR MEN

A maximum of fifty young men can be accommodated in the men's dormitories on the campus at a room rental of $2.50 per month. Men may secure table board at the Shackelford Hall dining room at $18.50 per month, subject to an advance in price with the increase in the cost of food.

*Rates for board are subject to advance with increase in the cost of food.

Also, in the residences of Troy men students may find boarding and rooming accommodations suited to their varying needs, tastes, and purses.

All rooming and boarding places patronized by students are under the supervision of the College authorities.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges in Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusements is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky, or President C. B. Smith, Troy, Alabama, for full information. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs. Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Memorial loan funds for assistance to superior students have been established by friends in honor of: Dr. F. J. Cowart, Dr. E. M. Wright, Mr. J. C. Foshee, and Mr. Wyche G. Pruett.

Loan funds have been established also by the Alabama Federation of Women's Clubs, the "Troy" Women's Athletic Association, the Geneva Athenaeum Club, the Birmingham News, and the Geographic Study Club of Troy. Applications for assistance from these funds may be made to the College Treasurer, who will file each application with the proper official in charge of each respective fund.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Board should be engaged as early as possible. Reservations for board in Shackelford Hall should be made by sending $1.00 to the Secretary of the College.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

TEACHERS' CERTIFICATES

The courses of study described in this catalog have been approved by the State Board of Education for the training of elementary and secondary teachers in Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below.

A Limited Elementary Professional Certificate may be issued to a person who has not previously held a regular Alabama teacher's certificate and who completes prior to September 1, 1945 four quarters of a curriculum approved for the training of elementary teachers. The applicant must complete a minimum of nine quarter hours of credit in professional elementary education, three hours of which must be in directed teaching in the elementary grades.

This certificate is valid for a period of one year and may be continued for a period of one year from date of lapse upon the completion by the holder of a minimum of fifteen quarter hours of credit earned in residence at an institution approved for the training of elementary teachers by September 1 next following the date of expiration of the certificate. If this certificate is allowed to lapse it cannot under any conditions be reinstated.

A Class C Elementary Professional Certificate may be issued to a person who has completed the three years of work prescribed by the State Board of Education for this certificate.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A Class B Elementary Professional certificate may be issued to a person who has graduated with a bachelor's degree in a curriculum approved for

the training of elementary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades, as conditions may require.

A Class B Secondary Professional Certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of secondary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach the subjects named on its face, and other high school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

ENTRANCE REQUIREMENTS

1. *Admission by Certificate.* An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. *Admission by Certificate and Examination.* An applicant from an unaccredited high school who presents a satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. *Admission by Examination.* An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. *Admission as Special Students.* Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. *Admission with Advanced Standing.* Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with 48 hours of credit are classified as sophomores: those with 96 hours are classified as juniors; and those with 144 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load of 16 hours. Only students who have made an average grade of B on their previous quarter's work will be permitted to take extra hours of instruction.

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load. The normal load is sixteen hours.

Students enrolling one week after class work begins have their load reduced for that quarter unless during their last quarter in college they made an average grade of B. Those entering as late as the beginning of the third week must take three hours less than the normal load; and if any wish to enroll still later, they are limited to credit for a half-quarter. Students are not permitted late enrollment beyond one day on a half-quarter of work.

The minimum load for any student is considered to be twelve hours for the quarter except by special permission.

Persons living near the college who wish to register for one or two courses for which they are qualified to enter may register as part-time students upon application to the registrar.

A student withdrawing is entitled to no credit unless the registrar has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

* GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree from a state teachers college must satisfy the following conditions:

1. No student will be permitted to graduate with less than three-quarters of full-time residence work, one of which must be the quarter next preceding the awarding of the degree.
2. Not more than one-fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.
3. No student will be graduated who has not completed at least 90 clock hours of supervised (or directed) teaching under conditions that have been approved by the State Department of Education.

*See pages 24 and 25 of Catalog dated July 1, 1941 for summary of credit-hours required for students entering college prior to September of 1940.

COURSE SUMMARY FOR B.S. DEGREE IN EDUCATION

FRESHMAN YEAR

Course No. and Title	Credit Hours
131, 132, 133. *Bio-Social Development of the Individual* (Human Biology (9); Health and Physical Education (3); Psychology (3); Problems of Modern Society (6).)	21
131, 132, 133. *The Arts in Individual Development* (Literature, including drama (3); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	9
111, 112, 113. *Service Course in English*	9
Special Interest Course (Elective)	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* (Physical Science (6); Geography (3).)	9
231, 232, 233. *Regional and National Socio-Economic Problems* (Social Studies (6); Geography (3); Social Psychology (3).)	12
231, 232, 233. *The Arts in Contemporary Society* (Literature, including Drama (6); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	12
231. *Applied Mathematics*	3
Physical and Health Education (Elective)	3
Special Interest Course (Elective)	9
Total	48

ELEMENTARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region* (Human growth and development (6); educational psychology (3).)	9

Educ. 371, 372, 373.	*Elementary Education Seminar and Student Teaching*	15
	(Orientation to teaching (3); selection and organization of instructional materials (6); directed teaching (6).)	
Educ. 431, 432, 433.	*Social and Philosophic Foundations of Education*	9
	(History of education (3); principles of education (3); social philosophy (3).)	
Educ. 471, 472, 473.	*Elementary Education Seminar and Student Teaching*	9
	(Child guidance (3); administration and supervision of instruction (3); directed teaching (3).)	
Eng. 361.	*Literature for the Elementary Teacher*	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3
Sc. 361-362.	*Science for the Elementary Teacher*	6
Music 461.	*Music for the Elementary Teacher*	3
Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
Electives from either professional or non-professional courses		6
Special Interest Courses (Elective)		18
	Total	96

SECONDARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region*	9
(Human growth and development (6); educational psychology (3).)	
Educ. 381, 382, 383. *Secondary Education Seminar and Student Teaching*	9
(Materials and methods in the area of specialization or in the core program (6); directed teaching (3).)	
Educ. 431, 432, 433. *Social and Philosophic Foundations of Education*	9
(History of Education (3); principles of education (3); social philosophy (3).)	
Educ. 481, 482, 483. *Secondary Education Seminar and Student Teaching*	15
(Pupil guidance (3); selection and organization of instructional materials (3); administration and supervision of instruction (3); directed teaching (6).)	
English-Social Studies Area	
English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18
OR	
Science-Mathematics Area	
Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18
Total	96

(Supplementary Requirements for Graduation)

The requirements for the B.S. degree for students entering on or after June 1, 1942, will be 192 quarter hours.

A student may take a maximum of 20 hours per quarter, provided he has attained a B average in the preceding quarter.

Students who have completed a portion of the work for a degree prior to June 1, 1942, will have the amount of work required for graduation adjusted in terms of the prescribed load at the time the student entered. For example:

a. Persons who entered between September, 1940 and June, 1942, and have attended one quarter, will be required to complete 194 quarter hours.
b. Persons who entered between September, 1940 and June, 1942, and have attended two quarters, will be required to complete 196 quarter hours.
c. Persons who entered between September, 1940 and June, 1942, and have attended three quarters, will be required to complete 198 quarter hours.
d. Persons who entered between September 1940 and June, 1942, and have attended four quarters, will be required to complete 200 quarter hours.
e. Persons who entered between September, 1940 and June, 1942 and have attended five quarters, will be required to complete 202 quarter hours.
f. Persons who entered between September, 1940 and June, 1942 and have attended six quarters, will be required to complete 204 quarter hours.
g. Persons who entered before September, 1940 may graduate, prior to 1945, under the requirements in effect at the time they entered (with certain modifications).

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D for freshmen and sophomores, and C for juniors and seniors.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

The Curriculum

The College curriculum is based on the educational needs and objectives of the state system of public education. An analysis of these needs and objectives presents a demand for teachers who are qualified to guide students in the meeting of problems of living that are both individual and social in nature. The teacher should have a dynamic and integrated personality. He should have a broad concept of the meaning of democracy and the duty of each individual to contribute to democratic, social, and political life. A teacher should be able to lead his students into an intelligent understanding of the socio-economic needs and potentialities of present day society in Alabama and in the nation. He should be competent to exercise effective leadership in community life. The effective teacher must have a sympathetic understanding of children, and a sufficiently broad cultural background to enable him to guide his students into full and effective living in our democratic society.

The outstanding features of the curriculum are:

(1) It provides a uniform program during the first two years for students preparing to teach in either the elementary or secondary field.

(2) The curriculum provides general education core courses in the first two years and also makes provision for special needs and interests.

(3) Professional education in both the elementary and secondary fields is provided in the educational core courses in the junior and senior years.

(4) In the junior and senior years provision is made for further specialization in areas of major interest and concentration.

(5) Much consideration is given to the fact that campus living is an integral part of the student's education.

The program includes five related bodies of instructional and educative experience.

1. General Education Core
   (for freshmen and sophomores)
2. Special Needs and Interests
3. Professional Education
   (for juniors and seniors)
4. Courses in Area Specialization
   (for juniors and seniors)
5. Campus Living

General Education Core

The term, General Education Core, is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

FRESHMAN YEAR

131, 132, 133. *Individual Development* ..... 30 hours
Bio-Social Development of the Individual
The Arts in Individual Development

SOPHOMORE YEAR

231, 232, 233. *The Individual and His Environment* ..... 33 hours
Man and His Natural Environment
Regional and National Socio-Economic Problems
The Arts in Contemporary Society

Special Needs and Interests

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading, is made. A program is then planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in activities of special interest to them which will contribute to their total development, e.g., activities offered in the following: chorus, band, ensemble music making, orchestra, plastic and graphic arts, school paper, drama, dance, sports, et cetera.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

FRESHMAN AND SOPHOMORE

Science
Geography
History
Art
Music
Literature
Mathematics
Foreign Language
Physical Education

Written and Oral English. All freshman students carry a basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in tests in mathematics given at the time of admission, must be met before entering this course.

Physical Education. All students are required to carry some form of physical education activity during their freshman and sophomore years, unless in the opinion of the physical education instructors and the physician it is better for a student to refrain from such activity for a period of time. Physical education activities are selected according to the needs and interests of the student and upon the advice of the physical education instructors.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years; but certain experiences with children, visits to social agencies, and participating in community activities, provide a background for the student's later professional work.

The professional work includes: a study of human development and the social and philosophic foundations of education; directed observation and participation in learning situations; experiences in recognizing and using materials of instruction; and experience in evaluating outcomes.

JUNIOR YEAR

331, 332, 333. Child Development in the Community and Region 9 hours.

371, 372, 373. Elementary Education Seminar and Student Teaching 15 hours.

or

381, 382, 383. Secondary Education Seminar and Student Teaching 9 hours.

SENIOR YEAR

431, 432, 433. Social and Philosophic Foundations of Education 9 hours.

471, 472, 473. Elementary Education Seminar and Student Teaching 9 hours.

or

481, 482, 483. Secondary Education Seminar and Student Teaching 15 hours.

AREAS OF SPECIALIZATION

ELEMENTARY EDUCATION

Students preparing to teach in the elementary school must know and understand the nature and needs of children. They must be concerned about human relationships and group living; about problems, conditions and ideals of our democratic society, and about the effects of present-day economic conditions on children. They must participate in programs of action with children where decisions are made and plans developed. They must develop a background of insight and understanding for use in guiding the experiences of children.

In addition, the elementary teacher will be required to include the following "contributing" courses, or their equivalent, in meeting the requirements for the B.S. degree in Elementary Education: English 361, History 361, History 444, Science 361-2, Health and Physical Education 361, Music 461, Art 461 and at least three hours in American History.

SECONDARY EDUCATION

Students preparing to teach in the secondary school may elect to major in either the English-Social Studies Area or the Science-Mathematics Area.

These areas of specialization are designed for preparing the high school teacher:

1. To participate in core curriculum programs.
2. To teach subjects in the area of specialization.
3. To direct one or more student activities.

The areas of specialization are:

Women's Dormitory

College Activities

1. ENGLISH—SOCIAL STUDIES

The content of the area will include a desirable balance among the following: Speech, writing, literature, history, government, economics, sociology, and geography, as they contribute to the understanding and solution of significant problems.

The 84 hours to be completed in this area of specialization include 30 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 84 hours, not more than 18 may be chosen from contributing areas such as:

Art	Foreign Languages	Library Science
Music	Geography	Psychology

The purposes of the English-Social Studies area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum work of the school.

(2) To enable the teacher to conduct the special interest work, and work in skills and techniques that fall within the broad area of English and Social Studies.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
English	18	18 to 36	36 to 54
Social Studies	12	18 to 36	30 to 48
Contributing areas		0 to 18	0 to 18
Totals	30	54	84
Required and Special Interest Courses	66	42	108
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in English and as much as 36 hours in Social Studies, or vice versa. The maximum credit that may be accepted in a contributing area is 18 hours.

2. SCIENCE—MATHEMATICS

The content of this area will include a desirable balance among biology, chemistry, physics, geology, astronomy, and mathematics, as they contribute to the understanding and solution of significant problems.

The 72 hours to be completed in this area of specialization include 18 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 72 hours, not more than 18 may be chosen from contributing areas, such as:

Geography	Industrial Arts	Commercial Arts
Agriculture	Home Arts	

The purposes of this area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum.

(2) To enable the teacher to conduct the special interest work that falls within the broad area of science and mathematics.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
Science	15	18 to 36	33 to 51
Mathematics	3	18 to 36	21 to 39
Contributing areas		0 to 18	0 to 18
Totals	18	54	72
Required and Special Interest Courses	78	42	120
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in Science and as much as 36 hours in Mathematics, or vice versa. The maximum credit that may be accepted in one contributing area is 18 hours.

CAMPUS LIVING

Campus living is considered an integral part of the student's general education and constitutes laboratory experience for the comprehensive general education courses. The student's care of his room, clothes, and personal belongings; his budgeting and use of time and money; and his participation in social life and responsibility; are all important areas of living in which it is expected that the student will maintain high standards. Standards attained by the student in these areas will be an important factor in the evaluation of his work in the appropriate comprehensive courses of the General Education Core.

Courses of Instruction

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. *Bio-Social Development of the Individual.* Twenty-one hours credit. Required of all freshmen except by special permission. Continuous throughout the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to maturity; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of revolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. *The Arts in Individual Development.* Nine hours credit. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of: literature; the plastic, graphic, and home arts; and music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to further the cultural and recreational life of the college campus and sur-

rounding community. Emphasis is placed upon the understanding of the relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. *Man and His Natural Environment.* Nine hours credit. Required for sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community, this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of biology, anthropology, geology, climatology, and ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. *Regional and National Socio-Economic Problems.* Twelve hours credit. Required of sophomores except with permisson. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon instiutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in all phases of his activity—regional, national, international —will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. *The Arts in Contemporary Society.* Twelve hours credit. Required of sophomores except by permission. Continuous through the year. This course includes materials from the fields of literature, art, music, and folk dances. It emphasizes the place of the arts in the development and preservation of American culture. (See Art 231, 232, 233; Music 231, 232, 233; English 231, 232, 233; and courses in Physical Education open to sophomores.)

DEPARTMENT OF EDUCATION

DR. HAMMER, MR. HOPKINS, MISS ELDER, MISS MURPHY, MISS HAMIL, MISS INGRAM, MISS LEE, MISS SMITH

371, 372, 373. *Elementary Education Seminar and Student Teaching for Juniors.* Required of Juniors preparing for the B.S. degree in elementary education. Fifteen hours credit.

The seminar is continuous through the three quarters of the year with related contacts in the campus elementary school and the community. During one full quarter a large part of the day is spent in student teaching in the campus school, followed by a regularly scheduled conference with the critic teacher on important principles and practices growing out of the day's experience. In the seminar the student compares experiences and evaluates these in terms of sound principles of teaching, learning and organization. The student shares in planning the work of the seminar; arranges for conferences with subject matter specialists and community workers; and organizes educational trips.

381, 382, 383. *Secondary Education Seminar and Student Teaching for Juniors.* Nine hours credit.

The secondary education seminar may extend through the three quarters of the junior year or may be concentrated in one or two quarters. It includes:

1. Study of the American secondary school, its historical development, objectives and program, organization and administration, and present problems and issues with special emphasis on those of Alabama.

2. Study of the present problems of youth in the United States and in Alabama; appraisal of the work of various local, state, and federal agencies in meeting the needs of youth; and consideration of the responsibility of the public school in meeting the youth situation with particular reference to the extension of secondary school activities to include out-of-school youth and adults.

3. Study of secondary school curriculum and methods with particular reference to the needs of Alabama; the critical examination of various core experiments; plans for extra-curricular activities, guidance, evaluation, records and reports, home room activities.

4. Observation and participation over a wide range of activities with observation concerned with the whole secondary school in its com-

munity setting, and classroom teaching centered in core curriculum work.

401. *The Teaching of Reading.* Three hours credit. Three class periods a week. Required of seniors taking the continuous curriculum.

This course is planned to enable students to understand and to apply the psychology of learning in the teaching of reading, to discover needs, to emphasize diagnostic and remedial work, to set up attainable goals, to acquaint the student with ways and means of establishing desirable reading habits, to inspire a permanent interest in reading, and to measure reading progress.

412. *Directed Teaching.* Three hours credit.

This course is designed to give students experience in classroom instruction carried on under the supervision of trained teachers. Opportunity is provided to put into practice the principles of teaching and the theories of education which have been previously presented and discussed in courses in education.

422. *The Elementary Curriculum.* Three hours credit.

This course is concerned with the problems of curriculum development as they relate to the improvement of instruction in the elementary schools of Alabama. Special emphasis is placed on problems encountered in organizing and carrying forward curriculum improvement in the field.

431, 432, 433. *Social and Philosophic Foundations of Education.* Nine hours credit. Required of seniors.

This is a culminating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. Special study is made of the American public school, its historic development, its objectives and program, its organization and administration, and present problems in the United States and Alabama.

471, 472, 473. *Elementary Education Seminar and Student Teaching for Seniors.* Required of seniors preparing for the B.S. degree in elementary education. Nine hours credit.

The work of the junior-year seminar with responsibilities in an off-campus school situation. The student is expected to make himself, in so far as possible, a part of the school and the community, and to acquaint himself with the general organization and administration of the school

and its relation to the community, as well as to assume responsibility for some classroom teaching.

481, 482, 483. *Secondary Education Seminar and Student Teaching Practicum.* Fifteen hours credit. Required of seniors in secondary education.

The seminar is so conducted as to provide opportunity for the formation of divisional seminars in the major areas of specialization. The divisional seminars are concerned with the practical problem of utilizing the subject matter of the several areas of specialization in meeting the objectives of the school. The content of each seminar includes such topics as the following: purposes of the major area in secondary education, organization of subject matter in terms of purposes, materials and methods of instruction, contribution of the area to the core curriculum, contribution of the area to other areas in the school, evaluation of results.

As in the junior year, emphasis in observation is placed upon the whole secondary school in its entire community setting, and participation includes a wide range of activities. Classroom teaching is centered largely in the high school subjects represented by the area of specialization with ample opportunity to work in the core curriculum.

DEPARTMENT OF ENGLISH

DR. CALCOTT, DR. PECK

111, 112, 113. *Written and Oral English.* Three credit hours each quarter. Required of all freshmen students. Credit in this course will be withheld until a certain competency in both written and spoken English has been achieved. This course includes the study of literature and communication, especially as they relate to the work done in the core courses.

131, 132, 133. *The Arts in Individual Development.* Required of freshmen in the Arts Core. Three hours credit.

211, 212, 213. *English Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature, both poetry and prose.

221, 222, 223. *American Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to American literature, both poetry and prose.

231, 232, 233. *The Arts in Contemporary Society.* Required of sophomores in the Core program. Six hours credit.

241, 242, 243. *World Literature.* Nine hours credit. Elective for sophomores and juniors. This course is an introduction to world literature.

301. *Romantic Poetry.* Three credit hours. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelly, and Keats, and to study several of the major poems of these writers and the period which produced them.

302. *Victorian Poetry.* Three credit hours. Three class periods a week. The purpose of this course is to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne, and to study selected major poems by these writers and the period which produced them.

303. *Contemporary Poetry.* Three hours credit. Three class periods a week. The purposes of this course are: to offer extensive reading in the poetry of the leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject matter and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

361. *Literature for the Elementary Teacher.* Required of students preparing for the B.S. degree in Elementary Education. Three hours credit. The purposes of this course are to familiarize the student with a wide variety of literature suitable for children; to afford practice in the reading of poetry and prose, in choric reading, and in creative drama; to establish some bases for the selection of literature for children; and to develop in the student an appreciation of the value and importance of literature in the training of children.

401-402. *English Drama.* Six hours credit. Three class periods a week for two quarters. Elective for juniors and seniors. This is a study of English drama from its beginning.

403. *Advanced Composition.* Three hours credit. Three class periods a week. Elective for juniors and seniors. This course consists of practice in writing based upon the study of current questions as discussed in the better class of magazines and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

441. *The English Language.* Three credit hours. Elective for juniors and seniors majoring in English. This course consists of an intensive study of the development of the English language.

442. *Speech.* Three credit hours. Elective for juniors and seniors. This course stresses the improvement of voice and diction, practice in formal and informal speaking, and improvement in oral reading.

443. *Play Production. Three credit hours.* Elective for juniors and seniors. This course is offered for those whose work will be in the field of dramatics as well as those who are interested in developing dramatic ability. The emphasis will be on problems of play production and stage techniques, with particular consideration given to the problems of play production in the elementary and secondary schools.

DEPARTMENT OF FOREIGN LANGUAGES

MISS WARD

✓101. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. For students who enter without French or with one year of high school French. The purpose of this course is to establish the ability to read and understand French. Direct method is used.

✓102. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. Prerequisite: French 101 or the equivalent. This course is a continuation of French 101.

✓103. *Elementary French.* Three hours credit. Three class periods a week. Elective for freshmen. Prerequisite: French 102 or the equivalent. This course is a continuation of French 102.

✓ 201. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: one year of college French or the equivalent. The purpose of this course is to develop fluency and to read works from the more important authors.

✓202. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 201 or the equivalent. This course is a continuation of French 201.

✓203. *Intermediate French.* Three hours credit. Three class periods a week. Elective for sophomores. Prerequisite: French 202 or the equivalent. This course is a continuation of French 202.

311. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: two years of college French or the equivalent. This course consists of: advanced grammar and practice in using idiomatic French; dictation in French; conversation based on ma-

terials read; reading histories, plays, novels, and short stories; dramatization.

312. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: French 311 or the equivalent. This course is a continuation of French 311.

313. *Advanced French.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: French 312 or the equivalent. This course is a continuation of French 312.

441, 442, 443. *French Literature.* Nine hours credit. Continuous through the year. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people by means of literature.

141, 142, 143. *Elementary Spanish.* Nine hours credit. Continuous through the year. Elective for freshmen and sophomores. Juniors may elect this course by special permission. A beginning course with emphasis on reading, and practice in speaking and understanding simple Spanish.

241, 242, 243. *Intermediate Spanish.* Nine hours credit. Continuous through the year. Elective for sophomores, and for juniors and seniors by special permission. Prerequisite: one year of college Spanish or the equivalent. This course includes the rapid reading of prose, simple conversation, and such training in grammar as may be necessary.

DEPARTMENT OF GEOGRAPHY

MR. BRIER

141, 142, 143. *Western Hemisphere.* Special interest course for freshmen and sophomores. Three credit hours per term. Excursions and field projects to strengthen classroom work with observation and practical application. The course purposes to give (1) an understanding of man's adaptation to his environment—physical, social, economic, and (2) a knowledge of Western Hemisphere regions as factors in hemispheric cooperation.

231. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three credit hours.

233. *Man and His Natural Environment.* Required of sophomores in the Core program. Three credit hours.

241, 242, 243. *Eastern Hemisphere.* Special interest courses for sophomores. Three credit hours per term. This course surveys the regional geography of Asia, Europe, Africa, Australia, and Oceania, with particular emphasis upon American commercial interests and world relations.

301. *Geography of Europe.* Three credit hours. Three class periods a week. Required of juniors taking the continuous curriculum. This course is a study of Europe as a whole, followed by an application of principles learned from the regional study to the various countries of Europe. A geographic basis is established for interpreting economic and social activities in terms of factors of environment.

302. *Geography of Commercial Products.* Three credit hours. Field and library research for class discussion. This course purposes to give an intelligent understanding of geographic factors underlying production and distribution of world commodities, particularly raw material and foodstuffs. Critical elements in primary production, manufacturing, and commerce are analyzed with reference to selected "staples" in world trade.

303. *Geography of the South.* Three hours credit. Three class periods a week. Elective for juniors and seniors. This course stresses an understanding of the natural attributes of the South and a clearer concept of their persistent influences upon social and economic development. The course stresses regionalism in terms of southern problems and potentialities.

333. *Meteorology.* Three hours credit. Three dress periods a week. This is a course in the physics of the air. It gives an interpretation of temperature, pressure, winds, precipitation and humidity, as related to flight and other human activities. The course is open to advanced students upon the approval of the instructor.

401. *Historical Geography of the United States.* Three hours credit. Three class periods a week. Elective for all seniors. The purpose of this course is to make a study of the natural environment which has furnished the setting for the development and growth of the United States to a world power.

402. *Problems in Political Geography.* Three hours credit. Three class periods a week. Elective for all seniors. The purposes of this course are: to make a study of the past and present political patterns of the world as related to the elements of the natural environment; to make an intensive study of the basal geographic, economic, and social factors, influencing the important world powers in the solution of their domestic problems and their international relations.

403. *Conservation of Natural Resources.* Three hours credit. Three class periods a week. Elective for all seniors. This course is a study of our natural resources with a view of determining ways of obtaining maximum benefit from them. The national conservation movement receives careful consideration. Alabama's resources and their conservation are emphasized.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MR. CHOATE, MISS ALDRIDGE

The physical education program has a three-fold purpose: To provide for the college student opportunities (1) for a well-balanced physical development and for participation in wholesome sports and desirable activities while in college; (2) to develop an understanding of and appreciation for recreational activities which will enrich the life of the individual after leavng college; (3) to gain a professional understanding of the principles of physical development and the technique for directing a health and physical education program.

In the freshman and sophomore years, all students are required to take courses dealing with the health needs and physical development of the individual. During the freshman year, the emphasis will be on the physical needs of the individual student, and during the sophomore year the emphasis will be on group participation in desirable activities accordng to the needs and interests of the student.

All prospective elementary teachers are required to take Health and Physical Education 361 and three hours of physical education activities in the junior or senior year.

Prospective secondary teachers are urgd to take Health and Physical Education 381 as an elective course where possible.

Elective courses in activities should meet the following requirements:

1. One group should be elected from the Team Sports Group.
2. One or more courses should be elected from the Individual Sport and Activity Group.
3. One course should be taken from the Rhythmics Group.
4. Other courses may be taken from any group of activities upon the approval of the head of the department.

Regulation uniforms and shoes are required. New students should purchase these from the College Supply Store.

INDIVIDUAL SPORTS AND ACTIVITIES

141. *Tennis for Men and Women.* One hour credit. Two class periods a week. This course deals with the basic techniques, strokes, and team tactics of the game—singles and doubles play. The game will be taught and developed through lectures, films, demonstrations, and much participation. Separate classes will be given for men and women.

142. *Golf for Men and Women.* One hour credit. Two class periods a week. Instruction will be given in the basic strokes, techniques, and skills of the game. Men and women will be taught in the same class group.

143. *Archery for Men and Women.* One hour credit. Two class periods a week. Fundamental techniques of the sport will be given, and care and upkeep of the equipment will be emphasized.

144. *Track and Field Activities for Men.* One hour credit. Two class periods a week. This course will include track and field events and will place some emphasis on the coaching of these events.

145. *Stunts and Tumbling for Men and Women.* One hour credit. Two class periods a week. This is an introductory course to tumbling techniques. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives, etc., will be taught. Self-testing stunts and group stunts will be introduced and some emphasis placed on pyramid building. Separate classes will be given for men and women.

146. *Badminton for Men and Women.* One hour credit. Two class periods a week. Instruction will be given in the simple fundamentals of the game, including the forehand and backhand drives, the clear and the serve. Team tactics and plays for the singles and doubles game will be emphasized.

241. *Beginners' Swimming for Men and Women.* One hour credit. Two class periods a week. Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes. Classes for men and women will be held separately.

242. *Intermediate Swimming for Men and Women.* One hour credit. Two class periods a week. This course provides further instruction in strokes and emphasizes form. Simple diving will be taught and water games will be included. Classes for men and women will be held separately.

243. *Recreational Games for Men and Women.* One hour credit. Two class periods a week. Techniques and skills will be taught in the following activities: Deck tennis, shuffle-board, aerial darts, croquet, ping pong, horseshoes. The popularity of these activities has stimulated interest in studying the game techniques.

TEAM SPORTS

151. *Volley Ball for Men and Women.* One hour credit. Two class periods a week.

152. *Basket Ball for Men and Women.* One hour credit. Two class periods a week.

153. *Field Ball and Soccer for Men and Women.* One hour credit. Two class periods a week.

154. *Soft Ball for Men and Women.* One hour credit. Two class periods a week.

Skills and team tactics will be developed in each of the above mentioned team sports. Classes for men and women will be taught separately. The courses for men will emphasize the coaching of the sport where the class feels a need for this type of help.

RHYTHMS

251. *Beginning Folk Dancing for Men and Women.* One hour credit. Two class periods a week. A wide variety of dances from various countries will be included in this course. Dances involving simple steps will be taught with the primary emphasis being placed on the country and square dances of the South.

252. *Intermediate Folk Dancing for Men and Women.* One hour credit. Two class periods a week. The dances of various nations will be taught, but only those will be included that are based on the more complicated steps and figures.

254, 255, 256. *Ballroom Dancing for Men and Women.* Three hours credit. Two class periods a week. This course proposes to teach the techniques and fundamentals involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course, the more advanced steps will be included: tango, rhumba, conga, etc. The course numbers designate beginners, intermediate, and advanced phases.

COURSES OF INSTRUCTION

213. *Personal Hygiene.* Three hours credit. Three class periods a week. Elective. The purposes of this course are to develop habits, attitudes, and knowledge concerning health, and to provide professional preparation of teachers in relation to home arts and science.

341. *Community Recreation.* Three hours credit. Three class periods a week. This course trains the student in the most efficient methods of planning, organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community field days, community sings, community swimming pools, parent-teacher entertainment, church recreational occasions, and private recreation groups. A very helpful bibliography of sources of information on such subjects will be compiled in the course.

361. *Health and Physical Education for the Elementary Teacher.* Three hours credit. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of plays and games suitable for elementary children.

381. *Health and Physical Education for the Secondary Teacher.* Three hours credit. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the secondary teacher.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

MR. SARTAIN, MRS. BYNUM, MR. PASKINS

101, 102, 103. *World History.* Elective for freshmen and sophomores. Three credit hours per quarter.

131, 132, 133. *Problems of Modern Society.* Required of freshmen in the Bio-Social Core. Six credit hours.

201, 202, 203. *American History.* Elective for freshmen and sophomores. Three credit hours per quarter.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Six credit hours.

301, 302, 303. *English History.* Elective for juniors and seniors. Three credit hours per quarter.

341, 342, 343. *American Government and Politics.* Continuous through year. Nine credit hours, three each quarter. Elective for juniors and seniors. The purpose of this course is to show the function of government in the total life of the people and to prepare students for active participation in group affairs. It will include materials from local, state, and national governments. Much of these materials will be gathered from direct contact with governmental agencies. The purpose will be to develop understandings, participation, and attitudes which will make for more intelligent citizenship in local and national affairs as they function under the democratic processes.

351, 352, 353. *Economics.* Nine hours credit. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

361. *Social Studies for the Elementary Teacher.* Required for students graduating with the B.S. degree in Elementary Education. Among the topics considered are: local government; ways of communication, such as radio, newspapers, magazines; property rights; the child's responsibility for the care of public property; the responsibility of the child in the family and in the community; care for dependents.

401, 402. *Modern European History.. Six credit hours.* Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world.

403. *Recent American History since* 1900. Three hours credit. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible.

441, 442. *History of the South.* Six credit hours. Three hours per quarter. This course is designed to develop an understanding of the special problems of the South as a region. Its past history is developed in order to understand the present position of the South in relation to the

nation. Emphasis is placed upon the changes which are taking place and the further changes that are needed.

444. *History of Alabama.* Three hours credit. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States

451, 452, 453. *Sociology.* Elective for juniors and seniors. Three credit hours per term. This course will combine both the principles of sociology and the problems of modern society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region.

DEPARTMENT OF MATHEMATICS

MISS SEGARS, MISS GARRETT

100. *Algebra and Elementary College Mathematics.* Three hours credit. Five class periods per week. Elective for freshmen. This course is designed for those students who wish to take Mathematics but are not prepared for Mathematics 101, 102, or 103.

101-102. *College Algebra.* Six hours credit. Three class periods a week for two quarters. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103-4. *Plane Trigonometry.* Six hours credit. Three class periods a week. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

201. *Mathematical Analysis.* Three hours credit. Three class periods a week. Elective for sophomores and seniors. The purpose of this course is to make functional the several branches of mathematics.

202-203. *Analytic Geometry.* Six hours credit. Three class periods a week for two quarters. Elective for sophomores and seniors. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give

familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into formulae and vice versa.

231-2. *Applied Mathematics.* Six hours credit. Three class periods a week. Three hours required. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement- Development and use of formula and graph will be included.

241. *Mechanical Drawing.* Three hours credit. Five class periods per week. Elective for sophomores and juniors. This course deals with the care and use of drawing instruments; instrument exercises; lettering; geometrical construction; orthographic projection; drawing to scale; tracing; and reading blue prints.

242, 243. *Descriptive Geometry.* Six hours credit. Elective for sophomores and juniors. A critical study of the science of drawing. The location of points, lines, planes; single-curved surfaces; tangent lines and planes; intersection of surfaces; and surface developments.

311. *Differential Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. *Integral Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. *Advanced Calculus.* Three hours credit. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

411. *Differential Equations.* Three hours credit. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The methods of solving differential equations of the first and second orders are studied in this course.

412. *Theory of Equations.* Three hours credit. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The course deals with polynomial functions, complex numbers, trigo-

nometric equations, cubic equations, approximation of roots of numerical equations, determinants.

413. *Theory of Equations.* Three hours credit. Three class periods a week. Elective for seniors. A continuation of 412.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN, MR. HOPKINS, MISS ELDER, MISS MURPHY, MISS HAMIL, MISS INGRAM, MISS LEE, MISS SMITH

131, 132, 133. *Bio-Social Development of the Individual.* Required of freshmen in the Core program. Three hours credit in developmental psychology.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three hours credit in social psychology.

242. *Mental Hygiene.* Three hours credit. Three class periods a week. Elective. Prerequisite: Psychology 301 or 131. The purposes of this course are: to study the dynamic processes of purposive development; to gain an insightful understanding of progressive adjustment within the individual's inner life and in his interaction with his environment both social and non-social; to promote growth in ability to guide school pupils into wholesome adjustment and out of conflict and maladjustment; and to learn how better to meet the mental health needs in our present-day changing society.

243. *Applied Psychology.* Three hours credit. Three class periods a week. Elective. This course deals with the application of psychological principles and techniques in vocational guidance and selection and in educational guidance and selection.

301. *General Psychology.* Three hours credit. Three class periods a week. This course deals with a fundamental study of human behavior with major emphasis being given to: the human organism as a behaving being; instinctive functions and the role of learning in development; motivation and drives; behavioristic, gestalt, and psycho-analytic interpretations of behavior development.

311. *Advanced Educational Psychology.* Three hours credit. Three class periods a week. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of

psychological criteria. The implication of modern systems of psychological thought for curriculum building are emphasized.

331, 332, 333. *Development of Children and Youth in the Community and Region.* Continuous through the year. Three hours credit each quarter for three quarters. Required of all juniors. On the foundation of the study of the bio-social development of the individual, and of social and economic problems made in the general education cores of the first two years, intensive study is now made of developing children and youth in interaction with community and regional conditions. Human developmental problems are studied with emphasis on needs that are typical of rural and urban cultures. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom, are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of human development, special study is made by the student specializing in the elementary area of the elementary school child; and the student specializing in secondary education emphasizes the study of the secondary school pupil.

401. *Tests and Measures.* Three hours credit. Three class periods a week. The purposes of this course are: to give an appreciation of accurate measurements in education, to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in constructing classroom tests.

442. *Psychology of Exceptional Children.* Three hours credit. Three class periods a week. Elective. The purposes of this course are: to give a command of techniques for diagnosing mental deficiency and gifted mentality, special mental "gifts" and inferiorities, and marked deviations of psycho-physical development that require psycho-educational understanding and skill on the part of the teacher; to give guided practice in the making of functional case-studies of such exceptional children; and to promote growth in guidance ability to realize the maximum educational advancement for each exceptional school child.

443. *Social Psychology.* Three hours credit. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social interaction, social conflict, and social evolution in the large; and to pro-

mote an understanding of the causes of and means of constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which has so largely created him.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

MISS BALLARD, MRS. RAINER

ART—MISS BALLARD

131, 132, 133. *Art in Individual Development.* Three hours credit. See page 36.

231, 232, 233. *Art in Contemporary Society.* Three hours credit. See page 37.

403. *History of Art.* Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

MUSIC—MRS. RAINER

131, 132, 133. *Art in Individual Development.* Three hours credit. See page 36.

141, 142, 143. *Applied Music.* Study and practice in solo and ensemble singing. Continuous through the year. One hour credit per quarter. Two class periods a week. It is advised that these courses be taken in sequence, but a placement examination will be given any student wishing to take the advanced courses. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these courses is to give a maximum number of students a working knowledge of the voice as applied to solo and ensemble singing, to aid each student in developing a beautiful singing voice without the expense of individual instruction, and to give students the necessary preparaton for participation in vesper choir, college choir, and small vocal ensembles.

151, 152, 153. *Applied Music.* Class piano, band, and orchestral instruments. Continuous through the year. One hour credit per quarter. Two class periods a week. Each course is, respectively, a study of the piano, woodwind, brass, and string instruments. Previous musical experience is not necessary, as the fundamentals of music are given when the need for them arises. The purpose of these classes is to give to a maxi-

mum number of students the ability to play these instruments by means of group work. The number in each group will be limited. (Band and orchestral instruments will not be offered for 1943-44. Only class piano.)

231, 232, 233. *Music in Contemporary Society.* Three hours credit. See page 37.

241, 242, 243. *Applied Music.* Study and practice in solo and ensemble singing. Continuous through the year. One hour credit per quarter. Two class periods a week. Courses 141, 142, 143 must be completed before these courses are taken. A placement examination will be given any student wishing to take this advanced course. Emphasis in this course is still equally divided between solo work and ensemble work.

251, 252, 253. *Applied Music.* Class piano, band, and orchestral instruments.

341, 342, 343. *Applied Music.* Study and practice in solo and ensemble singing. Continuous through the year. One hour credit per quarter. Two class periods a week. Courses 141, 142, 143 and 241, 242, and 243 must be completed before enrolling for these courses. Placement examinations will be given to any stulent wishing to take these advanced courses. Emphasis in these courses is on the use of the voice in solo work. Advanced ensemble work will also be done.

351, 352, 353. *Applied Music.* Class piano, band, and orchestral instruments.

402. *History of Art—Music.* Three hours credit. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student wtih the evolution of music from primitive times to the present.

461. *Music for the Elementary Teacher.* Three hours credit. Required of all students preparing to teach in the elementary school. Included in this course are studies of: rhythm games; the social and cultural background of melodies; the development of simple melodies; and music suitable for elementary children. Among the experiences will be those of listening to good music, observing, and directing music periods.

INDUSTRIAL AND HOME ARTS—MISS BALLARD AND MR. CHOATE

241. *Industrial Arts—Study of Foods.* Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. The course deals with the problems of food nutrition of interest and value to elementary children. It includes a study of nutrition, creating of proper attitude and food habits in young children, source of foods, and something of the work in feeding man. The material is to be integrated with other phases of the curriculum.

242. *Industrial Arts—Study of Clothing and Shelter.* Three hours credit. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in material for his use and the problems arising from them. The course deals with problems of clothing and shelter of interest and value to elementary children. It includes a study of choice, care, and cost of clothing, the relation of clothing to health, the housing of the family, homes of other lands, and something of the work in providing clothing and shelter for man. The material is to be integrated with other phases of the curriculum.

243. *The Home—Its Care and Furnishings.* Three hours credit. Six laboratory periods a week. Elective for Juniors. This is a study of the changes man makes in materials for his use in the problems of life arising from them. A study of textiles, weaving, dyeing, and the care of materials. Selection and construction of clothing of a practical nature and basic design. Budgeting for clothing and the proper use and care of garments. Clothing made, worn, and cared for by students. This course is to be integrated with other phases of the curriculum.

251. *Introduction to Industrial Arts.* Three hours credit. Six laboratory hour periods per week. Elective as special interest course. A course to enable students better to understand the nature and extent of the industrial arts field. Problems that will occur in the preparation for teaching, and later in actual teaching situations, are given special attention. Opportunity is given to obtain experience in the use of handcraft tools, materials, and operations. Emphasis is placed on student-interest projects.

252. *Shop Procedures.* Three hours credit. Six laboratory periods. Elective as a special interest course. The major purpose of the course is to develop skill in and understanding of how to work creatively with tools and with inexpensive materials easy to obtain. Methods of adapting the work to the school classroom are studied and observed. An opportunity is afforded students to work in actual classroom situations and to develop techniques of working with pupils on art projects.

253. *Woodworking.* Three hours credit. Six laboratory periods. Elective as a special interest course. The student is offered an opportunity to develop skills in bench-work as well as to learn how to care for and use hand woodworking tools. A study is made of woods, materials, and supplies that are applicable to small shops or classroom situations. Processes and techniques in woodworking and finishing, together with the selection of tools and machines in terms of different teaching levels and local conditions, are presented. Individual and group projects are required.

341. *Food Preparation and Service.* Three hours credit. Six laboratory periods a week. Elective for Sophomores and Juniors. This course includes a personal diet study in connection with Health and the selection and cost of food. Table manners and behavior in one's environment as living has to do with social relationships. Room arrangement as a personal background. The care of the personal background and budgeting of it. Dormitory rooms and the Art House are used for laboratory work.

342. *Clothing—Selection, Construction, and Care.* Three hours credit. Six laboratory periods. Elective for sophomores and juniors. This course is designed to develop standards in construction skills and in costume designing.

343. *Household Management and Economics.* Three hours credit. Six laboratory periods a week. Elective for Sophomores and Juniors. This course provides scheduled living in the Art House in groups of four. This experience includes all of the planning and work for a rural home. Clothing designed; patterns made; and garments made, worn, and cared for under these conditions. Complete records kept of plans, household and personal budgets, and evaluations of the experience of living together in a rural home environment.

461. *School and Home Arts for the Elementary Teacher.* Three hours credit. This course concentrates on the organization of art appreciations, skills, and development of materials for use in actual art teaching in the elementary schools of Alabama. The course provides generously for observation of art instruction in the College Laboratory School.

DEPARTMENT OF SCIENCE

DR. FARMER, DR. RUDOLPH, MR. CHOATE, MR. HOPKINS, MISS ALDRIDGE

111, 112. *General Zoology.* Six hours credit. Two class periods and one two-hour laboratory period a week. A study of the structure and function of a selected number of lower forms and a more detailed study of a few vertebrate forms. Prerequisites: a year in biology or its equivalent.

Science 113—*General Botany.* Three hours credit. Two class periods and one two-hour laboratory period a week. A study of the biology of the plant, the structure and function of organs, a survey of the kinds of plants and their economic importance, is the work of this course.

131, 132, 133. *Human Biology.* Required of freshmen in the Bio-Social Core. Nine hours credit.

201. *Field Zoology. Three hours credit.* Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prere-

quisite: General Biology. The purposes of this course are to give the student a biological knowledge of the common animal life of Alabama, and to teach the economic importance of this animal life. The field work consists of excursions to typical animal habitats for the purpose of collecting, identifying, and noting ecological conditions. A few specimens will be preserved and studied in detail.

202. *Physiology.* Three hours credit. Two class periods and two laboratory periods a week. Elective for sophomores. The purpose of this course is to give the student a biological knowledge of the structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction.

203. *Field Botany.* Three hours credit. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology 113. This course demands a knowledge of the local flora, gives the ability to use botanical manuals, and acquaints students with the ecology of plant habitats. Specimens collected on field trips will be studied in as much detail as time will permit.

211, 212, 213. *General Chemistry.* Nine hours credit. Two class and demonstration hours and one two-hour laboratory period a week. The aim of these courses is to give the student a knowledge of the elements and some of their compounds and the laws and theories underlying chemical reactions.

231, 232, 233. *Man and His Natural Environment.* Required of sophomores in the Core program. Nine hours credit.

341, 342, 343. *General Physics.* Nine hours credit. Two class periods and one two-hour laboratory period a week. Mechanics and heat, magnetism and electricity, sound and light, are the topics studied. A practical application of the principles of the science is made in such matters as the use of energy by machines, electricity as power and light and the devices for its use, sound in its relationship to scale and harmony, and light as it applies to optical instruments and photography.

351, 352, 353. *General Science.* Continuous through the year. Nine credit hours, three hours each quarter. Two class periods and a double laboratory period a week. Elective as a special interest course. Required of students electing the Science-Mathematics area. Open to juniors and seniors. The purpose of this course is to help the student understand himself and his environment, to practice accurate thinking, and to discover some laws and concepts of science. Emphasis on the scientific method as an exploratory technique will be made throughout the year's work. Consideration of the scientific basis of contemporary civilization

and of science in its function of explaining the physical and biological environment of our changing world, will be given throughout the year's work.

361, 362. *Science for the Elementary Teacher.* Required of students preparing for the B.S. degree in Elementary Education. Six hours credit.

This course includes: (a) The phenomena of the earth and the universe, such as: the solar system, the earth, what the world is made of, the atmosphere; (b) Common phenomena of plant and animal life, such as: adaption of the plant and animal life to environment, similarities of plants and animals, the social life of animals; (c) The phenomena of energy, such as: energy and the world's work, conservation of energy, use of energy, conservation of natural resources, light and sound in communication.

441. *Qualitative Analysis.* Three hours credit. One class period and two two-hour laboratory periods a week. The class discussion deals with the theoretical aspects of the subject. In the laboratory a study of reactions and the detection of unknowns is made. Prerequisite: General Chemistry 211,. 212, 214.

442, 443. *Quantitative Analysis.* Six hours credit. Theories and techniques are discussed in class and the analysis of substances by gravimetric, volumetric and colorimetric methods are made. Prerequisite: 441.

452, 453. *Organic Chemistry.* Six hours credit. Two class periods and one two-hour laboratory period a week. These courses deal with important organic compounds of the hydrocarbons and carbohydrates with particular emphasis upon foods and textiles. Prerequisite: A year of general chemistry.

LIBRARY DEPARTMENT

MISS CATES, MRS. PARKS

241. *Library Methods. Three hours credit.* Two class periods a week. Five hours of laboratory and practice work a week. Elective for juniors and seniors. Class limited to 15 students per quarter. A course designed primarily for students who may become teacher-librarians in public schools. Special emphasis will be placed on the organization, administration and function of the school library in the modern educational system. Introductory work in selection and ordering of books, supplies, and free and inexpensive material; mechanical prepartion of books; simplified cataloging, classification, and library records. A laboratory fee of one dollar is charged for this course.

REGISTER OF STUDENTS, SUMMER SESSION, 1943

SENIOR CLASS

Name	*County*
Adams, Elma Avis	Houston
Bailey, Catherine C.	Walker
Barlow, Helen	Conecuh
Baxter, Christine	Barbour
Baxter, Mary Ellen	Barbour
Beasley, Margaret Mac	Pike
Beverett, Mrs. A. R.	Fla.
Blair, Mrs. Nettie Morrison	Barbour
Bodiford, Mrs. Lucille H.	Henry
Butts, Mrs. Ruby N.	Montgomery
Byrd, Paul J.	Dale
Casaday, Mrs. Jessie B.	Montgomery
Cauthen, Brunies	Crenshaw
Childers, Thelda	Barbour
Copeland, Etta Belle	Covington
Cowart, Mrs. Gladys Watson	Pike
Cox, Mrs. Suaylor Wyatt	Talladega
Daffin, Delorous	Dale
Davidson, Willodene	Crenshaw
Dean, Delia M.	Baldwin
Dickens, Gertrude	Pike
Eidson, Mary	Pike
Farris, Mrs. Rochelle T.	Geneva
Flewellen, Mrs. Stella D.	Barbour
Fuller, Mrs. Ethel Harrell	Pike
Gaillard, Flora Madison	Mobile
Garrison, Mrs. Fannie Mae	Pike
Gibson, Eleanor H.	Tallapoosa
Green, Mrs. Hortense C.	Barbour
Greene, Pauline Wrenn	Pike
Gumpf, Mrs. Zoramae	Montgomery
Hammer, Margie Helen	Pike
Hammock, Applis W.	Tallapoosa
Hammond, Mrs. Mildred M.	Barbour
Harrod, Mrs. Willie Dell	Crenshaw
Hartzog, Mrs. T. A.	Dale
Hendricks, Mrs. Ruby H.	Butler
Hicks, Mrs. Gladys F.	Pike
Hicks, Rebecca	Henry
Hixon, Carolyn Laney	Bullock
Hufham, Mrs. Mary Burt	Barbour
Hughes, Sammie Lois	Butler
Hullett, Mary E.	Fla.
Jackson, Mavis Alien	Geneva
Jenson, Vivian May	Baldwin
Johnson, Emmie	Geneva
Jones, Camille Dorris	Elmore
Jordan, Jesse Lee	Pike
Kendrick, Mrs. Ola Barnes	Coffee
Kersh, Lila Bess	Pike
Kimbrough, Carrie	Wilcox
Kirklin, Annie Will	Covington
Lide, Grace Naomi	Montgomery
Linn, Elon E.	Henry
McCollough, Ellen	Coffee
McInnish, Mrs. Karma Lou	Crenshaw
McNeil, William Thomas	Houston
Mallette, Elna Ree	Crenshaw
Mapes, Mrs. Iris Irena	Crenshaw
Mason, Mabel	Bullock
Mills, Robbie	Henry
Montgomery, Clara Thelma	Elmore
Montgomery, EvaLena Muir	Elmore
Morris, Ruth Corinne	Crenshaw
Morris, Lillian	Coffee
Mullins, Margaret	Geneva
Napier, Eloise	Houston
Owen, Melba Ruth	Geneva
Parker, Florine	Pike
Richardson, Mrs. Oma Dean	Dale
Sawyer, Hilda	Coffee
Sawyer, Katie	Monroe
Seay, Madie Ree	Geneva
Smith, Blanche Ellen	Baldwin
Steele, Sara Everlyn	Covington
Thagard, Mrs. Martha M.	Barbour
Thomas, Exa Pearl	Crenshaw
Thomas, Mary Fenella	Crenshaw
Ward, Avis	Mobile
Weed, Nancy Ola	Dale
Whitehurst, Carolyn M.	Pike
Woodham, Nuna Ruth	Dale
Yeldell, Maud Cheatham	Escambia
Young, Beulah Bryan	Coffee
Zachry, Elizabeth	Montgomery

JUNIOR CLASS

Abt, Mrs. Mary H.	Pike
Adkinson, Helen Gelene	Dale
Anthony, Mrs. Claire C.	Crenshaw
Atkins, Mrs. Clyde	Butler
Baker, Martha Virginia	Pike
Barr, Wilda	Pike
Berry, Charlie Mae	Henry
Blackmon, Nancy Ethel	Barbour
Bostick, Annie Lou	Henry
Brabham, Mrs. George	Bullock
Brantley, Max Elliott	Pike
Brown, Mrs. Allene B.	Texas
Brown, Marjorie Merle	Henry
Burkett, Carr	Houston

Name	*County*
Carmichael, John Curtis	Crenshaw
Carmichael, Mrs. Mary Kate	Pike
Chancey, Frances	Montgomery
Cleveland, Mrs. Wm. R.	Ga.
Clifton, Mrs. Louise S.	Barbour
Cole, Vera	Fla.
Collins, Harold Ray	Pike
Douglas, Mrs. Ruth Stillwell	Mobile
Dykes, Mrs. Johnnie Mae W.	Dale
Fish, Mrs. Lois Brown	Henry
Garner, Mrs. Emmette M.	Dale
Gillman, Arthur L.	Fla.
Golson, Evelyn Merle	Conecuh
Guilford, Mrs. Grace C.	Pike
Helms, Catherine	Dale
High, Mrs. F. C.	Bullock
Holley, O. Marise	Geneva
Hornsby, Marie	Tallapoosa
Horton, Kathryn Louise	Pike
Howard, Jeanette	Pike
Hughes. Maude	Geneva
Jaye, Marguerite Odell	Monroe
Jernigan, Virginia Ruth	Pike
Johnson, Edna	Houston
Johnson, Sara Lynn	Dale
Jones, Ethameeta	Geneva
Jones, Mrs. Ruby B.	Crenshaw
Killingsworth, Beatrice B.	Coffee
King, Willie Jean	Houston
Layton, Mrs. Billie Swain	Pike
Lockhart, Willie Mae	Henry
McNeil, Mrs. Laura Jean	Houston
McRae, Sara Catherine	Barbour
Maddox, Mrs. Louise M.	Geneva
Morgan, Mrs. Cora M.	Crenshaw
Parker, Virginia	Geneva
Peacock, Florrie	Pike
Pelt, Daniel Frederick	Pike
Perryman, Mrs. William E.	Barbour
Pinkerton, Estelle	Butler
Porter, Mrs. Esther S.	Barbour
Roebuck, Mrs. Nina	Barbour
Rowe, Mrs. Vivian Y.	Coffee
Rowe, Zadie	Coffee
Sellers, Dorothy	Pike
Steely, Mrs. Esther M.	Geneva
Swain, Mrs. Katherine M.	Coffee
Tatum, Ruth	Monroe
Tew, Frances	Pike
Thomas, James Ralph	Elmore
Thomas, Mary Rufus	Escambia
Ward, Etta M.	Geneva
Watkins, Julia Anna	Coffee
Wilkerson, Thomas E.	Fla.
Williamson, Rosa G.	Crenshaw
Wilson, Cornelia Victoria	Crenshaw
Wise, Mary Agnes	Geneva
Wood, Florence Louise	Butler
Wynn, Mrs. Lillian C.	Russell

SOPHOMORE CLASS

Adams, Hazel	Covington
Baker, Mrs. Marie	Covington
Barefoot, Estelle Leila	Coffee
Barr, Myra Vivian	Pike
Browder, Mrs. Berta Partin	Pike
Bryan, Mrs. Bertie Hix	Coffee
Buie, Mary Agnes	Houston
Butts, Mrs. Annie Belle C.	Barbour
Byrd, Sadie	Geneva
Canaday, Mrs. Audrey P.	Pike
Clark, Carolyn	Crenshaw
Covan, Lucille	Butler
Crawley, Jane	Pike
Dale, Margaret Louise	Wilcox
Dees, Hazel	Montgomery
DeLoach, Doris	Chilton
Eagan, Cornelia Ruth	Pike
Elmore, Frances	Coffee
Farley, Mrs. Syble Helen	Covington
Foshee, Miriam P.	Covington
Gibson, Nanette	Pike
Gillis, Pauline	Barbour
Gillman, Mrs. B. L.	Fla.
Grimes, Lucy	Coffee
Ham, Cora Amason	Elba
Herndon, Ella Frances	Henry
Holmes, Sara Molene	Covington
Howerton, Lois	Henry
Jernigan, Emma Juanita	Pike
Johnston, Mrs. K. A.	Crenshaw
Kennedy, Bennie Maude	Pike
King, Mrs. Van	Pike
Lalak, Mrs. Marjorie Adele	Baldwin
Lehmann, Dorothy Sarah	Baldwin
Lundberg, Mrs. Louise J.	Baldwin
Merrill, Mary	Crenshaw
Pelt, Ruby Carroll	Pike
Powell, Sara Lois	Crenshaw
Rhoades, Nace W.	Coffee
Scofield, Emma Frances	Covington
Sessions, Sarah Nell	Chilton
Shiver, Garia	Fla.
Snell, Mary Evelyn	Houston
Stubbs, Mrs. Lucille B.	Conecuh
Thomas, Emlyn Jean	Dale
Veal, Mrs. F. D.	Pike
Vick, Mrs. Lena Mae	Baldwin
Whaley, Karie Auretious	Pike
Wilkerson, Mrs. Carrie P.	Covington
Wilson, Marie	Pike

FRESHMAN CLASS

Name	*County*
Allen, Margaret America	Elmore
Boutwell, Norma	Coffee
Brantley, Mary Esteree	Conecuh
Brooks, Mrs. Maxine H.	Conecuh
Browder, Moody W.	Conecuh
Capers, Hugh Watkins	Pike
Carter, Alice Rebecca	Crenshaw
Childers, Jessie	Barbour
Collins, Mrs. Ruth F.	Pike
Commander, Mrs. G. B.	Fla.
Copeland, Peggy Lucille	Pike
DuBose, Jimmie Ruth	Chilton
Dunn, Sally	Pike
Emmons, Dovie Mae	Escambia
Folsom, Peggy	Coffee
Fuller, Maebelle Frances	Covington
Fuqua, Mrs. Hassie Roberts	Dale
Golden, Mrs. Letha Omega	Elmore
Greene, Mrs. Fannie McQuagg	Pike
Harris, Patsye Ruth	Pike
Harrison, Geraldine	Covington
Hendricks, Mrs. O. S.	Fla.
Holmes, Dorothy	Escambia
Howard, LeJoyce	Bullock
Hudson, Helyne	Pike
Hullett, Naoma L.	Fla.
King, Mary Helen	Pike
Knowles, Mrs. Susie	Houston
Leslie, Felix Woodward	Pike
Lolley, Mrs. Mary Sarah	Geneva
Lovell, Marion Joanne	Coffee
Lowery, Margaret	Escambia
McCullough, Louise Joyce	Coffee
Mallette, Juanita	Covington
Moore, Georgia Virginia	Conecuh
Moseley, Beatrice Frances	Crenshaw
Park, Allie Boswell	Pike
Pate, Madge M.	Geneva
Posey, Mary Eldora	Covington
Robinson, Lilian Joan	Pike
Ross, Lucile	Barbour
Ruffin, Evyleria	Conecuh
Slaughter, Melba Lena	Pike
Southerland, Louise	Houston
Stine, Mary Gwendolyn	Baldwin
Tatum, Blanche	Monroe
Thomas, Mrs. Mauzelle Ruth	Elmore
Vaughan, Margie Lee	Cullman
Wiggins, Mary Claire	Escambia
Williams, Annie	Houston
Williams, Marjorie Frances	Pike
Wilson, Mrs. Lynne Pearl	Coffee
Witherington, Mrs. Mirrie Teal	Pike
Womble, Mrs. Georgia P.	Houston

SPECIALS

Bergman, Mrs. Lenore W.	Pike
Conrad, David Druid	Pike
Floyd, Mrs. Willie B.	Russell
Grayson, Henry T.	Crenshaw
Howard, Mrs. Mattie B.	Pike
Johnson, Mrs. Jewell	Dale
Johnson, Joseph Howard	Dale
Johnson, Mrs. Pauline M.	Tampa, Fla.
Johnson, Verabel	Montgomery
Kirkland, Nicolena	Bullock
Mitchell, Mrs. Willie B.	Conecuh
Pearson, Mary Clarice	Pike
Reynolds, Eleanor	Pike
Shirah, Angus M.	Pike
Sirmon, Joseph Wiley	Crenshaw
Stokes, Martha	Coffee
Swann, Maurice Edward	Bay, Fla.

REGISTER OF STUDENTS, 1943-1944

REGULAR SESSION

SENIOR CLASS

Name	*County*
Abt, Mary Hightower	Pike
Barr, Wilda	Pike
Blackmon, Nancy Ethel	Barbour
Chancey, Frances	Montgomery
Davidson, Willodene	Crenshaw
Foley, Frances Louise	Pike
Gafford, Lucy Nell	Pike
Gillman, Arthur L.	Florida
Himberg, Frances Lucille	Pike
Howard, Jeanette	Pike
Johnson, Reba LaMerle	Dale
Liger, Anava L.	Pike
Lindsey, Warren L.	Pike
Mason, Mabel	Bullock
Mullins, Mary Margaret	Geneva
O'Neal, McWhorter	Florida
Rister, Ella Verna	Dale
Sawyer, Hilda	Coffee
Shirah, Sam Curtis	Pike
Smart, Ethel S.	Pike
Ward, Etta M.	Geneva
Winters, Anna Marie	Wilcox

JUNIOR CLASS

Barr, Myra Vivian	Pike
Bass, Sara Frances	Crenshaw
Bedsole, Julia Blount	Geneva
Brantley, Max Elliott	Pike
Brooks, Elizabeth Delony	Dale
Carmichael, John Curtis	Crenshaw
Covan, Lucille	Butler
Davis, Mary	Lowndes
DeLoach, Doris	Chilton
Eagan, Cornelia Ruth	Pike
Elmore, Frances	Coffee
Gibson, Nanette	Pike
Gillis, Pauline	Barbour
Gillman, Bessie Lou	Florida
Herndon, Ella Frances	Henry
Hopkins, Vivian Stokes	Henry
Johnson, Holley	Henry
Merrill, Mary	Crenshaw
Paul, Ray Rushton	Pike
Powell, Sara Lois	Crenshaw
Salter, Hazel Dees	Montgomery
Shirah, Fredna Oneita	Pike
Sims, Kate T.	Coffee
Thomas, Mary Rufus	Escambia
Ward, Mary McLure	Pike
Whaley, Karie Aretious	Pike
Wilson, Marie	Pike

SOPHOMORE CLASS

Allen, Clara Burford	Tennessee
Allen, Margaret America	Elmore
Bates, Lillian Lorraine	Bullock
Crawley, Jane Carolyn	Pike
Duncan, Andrew Guy	Crenshaw
Edge, Annie Louise	Pike
Howard, LeJoyce	Bullock
Lalak, Marjorie Adelle	Baldwin
Lehmann, Dorothy Sarah	Baldwin
McNair, Marylyn Martha	Pike
Moseley, Frances Beatrice	Crenshaw
Perryman, M. Cecil	Pike
Pippin, Earl Clayton	Pike
Riddle, Edwin Crosby	Georgia
Riley, Martha Lee	Pike
Robinson, Lilian Joan	Pike
Shirah, Angus M.	Pike
Sirmon, Joseph Wiley	Crenshaw
Southerland, Louise	Houston
Tatum, Blanche	Monroe
Thomas, Emlyn Jean	Dale

FRESHMAN CLASS

Name	*County*
Adkins, Dorothy	Lee
Allen, William Dorman	Pike
Armstrong, Virginia Myers	Dale
Benton, Louise Raybon	Dale
Blount, Tommie Sue	Geneva
Bradley, Cecil Edgar	Florida
Brantley, Dorothy	Pike
Brantley, Mary Esteree	Conecuh
Braswell, Bette Farris	Coffee
Browder, William Moody	Conecuh
Canant, Georgia K.	Montgomery
Carter, Alice Rebecca	Crenshaw
Clark, Annie Ruth	Covington
Cole, Elizabeth Moi	Monroe
Copeland, Lucy Knox	Pike
Dunn, Sally	Pike
Dupree, Sarah Emily	Macon
Edwards, Flora Helen	Florida
Farris, Sara Ellen	Coffee
Fields, Sylvia Lee	Conecuh
Folsom, Peggy	Coffee
Fuqua, Mary Helen	Dale
Gardner, Mary Carl	Montgomery
Gibson, Carolyn Jeanette	Crenshaw
Gibson, Sam N.	Pike
Graves, Mary Frances	Pike
Greene, Fanny McQuagge	Pike
Greene, Janey Sue	Pike
Griffin, Ruth Lanelle	Houston
Hadley, Annie Charles	Monroe
Harris, Patsye Ruth	Pike
Hudson, Helyne	Pike
Johnson, Rosalyn	Coffee
King, Mary Helen	Pike
La Fortune, Vivian Sellers	Pike
Lee, Emmett Lloyd	Lowndes
Lewis, Doris June	Pike
Lewis, Sybil Frances	Ga.
Lipscomb, Marie Inez	Baldwin
McCullough, Louise Joyce	Coffee
Mallette, Mary B.	Butler
Martin, Myrlene	Coffee
Meacham, Annie Jean	Coffee
Moore, Betty Carolyn	Pike
Moore, Georgia Virginia	Conecuh
Morgan, Yvonne Amelie	Crenshaw
Nixon, Marion	Pike
Peterson, Joe Gregory	Pike
Pointer, Ida Elizabeth	Pike
Powell, Elizabeth Nell	Dale
Powell, Sara Lee	Bullock
Prentice, Esther Mary	Pike
Reynolds, Mary Jean	Dale
Roberts, Sara Margaret	Dale
Rushton, Kay Franklin	Crenshaw
Sanders, Annie Frances	Pike
Sellers, Curtis Ewell, Jr.	Pike
Shirah, Rebecca Joy	Pike
Spears, Ruby Naomi	Geneva
Starnes, Mary Ellen	Pike
Talley, Elna Franklin	Crenshaw
Till, Edna	Butler
Till, Mary	Wilcox
Vaughan, Miriam Elizabeth	Coffee
Vickers, John Ellison	Bullock
Weaver, Mary Jane	Conecuh

SPECIALS

Name	*County*
Grayson, Henry T.	Crenshaw
Lee, Nolan Dell	Pike
Lewis, Ortrud Mary	Pike

SUMMARY OF ENROLLMENT, 1943-1944

SUMMER QUARTER, 1943

Freshmen		55
Sophomores		50
Juniors		73
Seniors		85
Specials		17
Men	21	
Women	259	
Total		280

REGULAR SESSION, 1943-1944

Freshmen		66
Sophomores		21
Juniors		27
Seniors		22
Specials		3
Men	22	
Women	117	
Total		139

Total in Summer Quarter and Regular Session	419
Extension Class (including duplicates)	284
Laboratory School, Summer Quarter and Regular Session	465
Total	1168
Duplicates	49
GRAND TOTAL	1119

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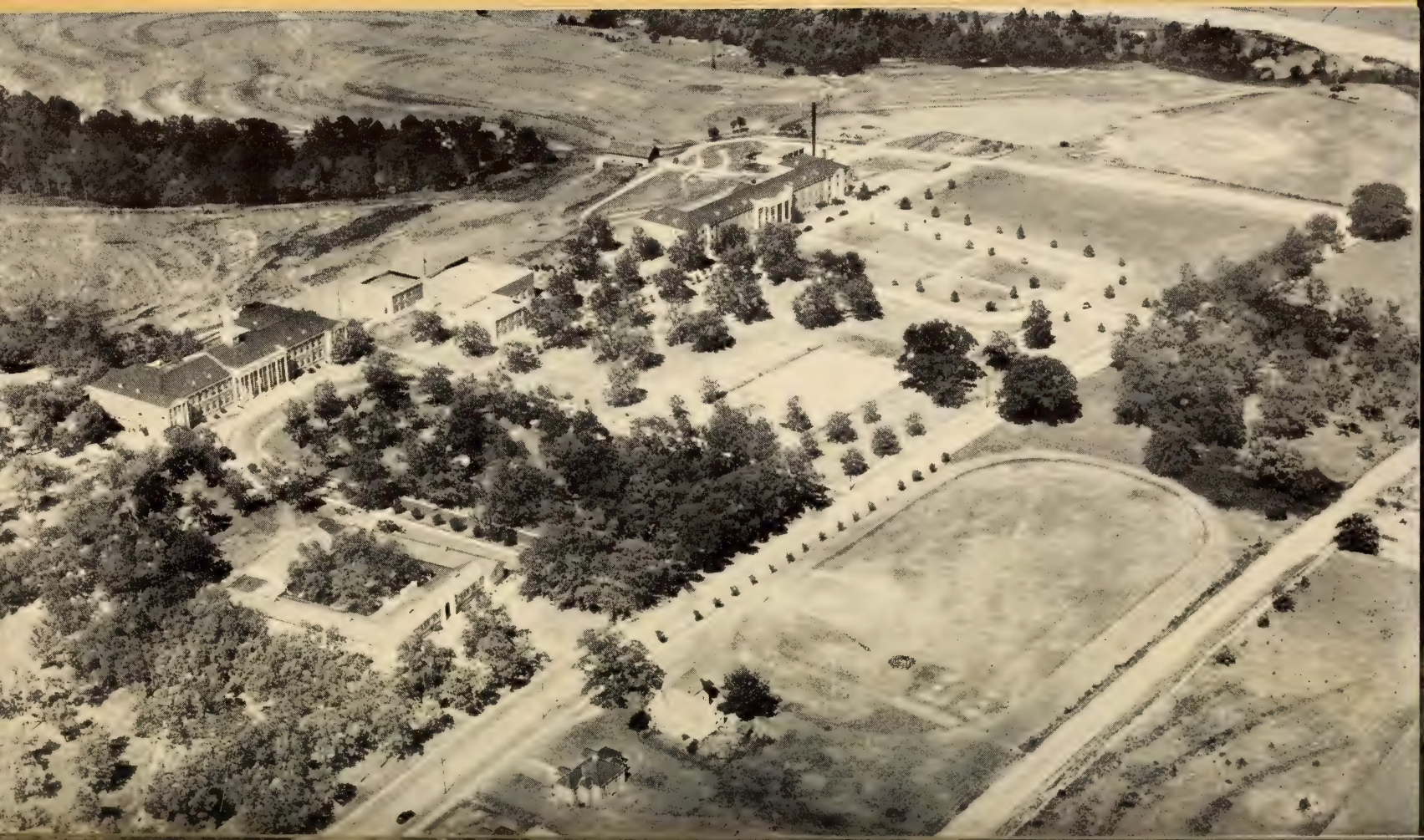
STATE TEACHERS

College

TROY, ALABAMA

1945-1946



BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXXII July, 1945 Number 1

Member
The Southern Association of Colleges
And Secondary Schools
The American Association of Teachers Colleges
The Association of Alabama Colleges

ANNOUNCEMENTS
1945-1946

The Fifty-Ninth Year

Published quarterly by Alabama State Teachers College, Troy, Alabama. Entered as Second-Class Matter at the Post Office at Troy Alabama, under Act of March 12, 1914.

CALENDAR

FALL QUARTER, 1945

SEPTEMBER	9	Sunday. Dormitory opens.
SEPTEMBER	10	Monday. Orientation and registration of all students.
SEPTEMBER	11	Tuesday. Class work begins.
OCTOBER	22	Monday. Last day for registration for a half quarter's credit.
NOVEMBER	29	Thursday. Thanksgiving holiday.
DECEMBER	1	Saturday. Close of Fall Quarter.

WINTER QUARTER, 1945-46

DECEMBER	3	Monday. Registration and beginning of class work.
DECEMBER	20	Thursday. Christmas holidays begin.
DECEMBER	31	Monday. Class work resumes.
JANUARY	22	Monday. Last day for registration for a half quarter's credit.
MARCH	2	Saturday. Close of Winter Quarter.

SPRING QUARTER, 1946

MARCH	4	Registration and beginning of class work.
APRIL	16	Tuesday. Last day for registration for a half quarter's credit.
		Registration for special spring session.
MAY	24	Friday. Close of Spring Quarter.

SUMMER QUARTER, 1946

JUNE	3	Monday. Registration.
JUNE	4	Tuesday. Class work begins.
JULY	9	Tuesday. Close of the first session of the summer quarter.
JULY	10	Wednesday. Registration for the second session of the summer quarter and beginning of class work.
AUGUST	16	Graduation exercises, 10:00 A.M. Close of Summer Quarter.

Classes will meet on the following Saturdays:

June 8, 22; July 6, 20; August 3.

Students entering after class work begins must pay an extra fee of $2.00 for late registration.

STATE BOARD OF EDUCATION

Governor CHAUNCEY SPARKS, *President,* Montgomery, Alabama

Name	*Address*	*Congressional District*	*Term Expires*
C. M. A. ROGERS	Mobile	First	1949
EARL MCGOWIN	Chapman	Second	1947
H. L. UPSHAW	Eufaula	Third	1949
HARRY M. AYERS	Anniston	Fourth	1945
JOE STARNES	Guntersville	Fifth	1949
L. H. ELLIS	Columbiana	Sixth	1945
DR. J. S. WITTMEIER	Oneonta	Seventh	1947
A. H. CARMICHAEL	Tuscumbia	Eighth	1947
DONALD COMER	Birmingham	Ninth	1949

Superintendent E. B. NORTON, *Secretary and Executive Officer*
Montgomery, Alabama

OFFICERS OF ADMINISTRATION

CHARLES BUNYAN SMITH ED.D. ..... *President*
IRWIN A. HAMMER, ED.D. ..... *Coordinator of Instruction and Director of Field Service*
FRANCES HIMBERG ..... *Treasurer*
R. H. ERVIN, ED.D. ..... *Registrar*
MRS. LUCILE BLAN SAWTELL, B.PH. ..... *Associate Registrar*
THELMA KATHLEEN CATES, B.A., B.S.L.S. ..... *Librarian*
ELEANOR H. POE, B.S. ..... *Dietitian*
AUXFORD S. SARTAIN, M.A. ..... *Dean of Men*
LUCILLE MARGARET GARRETT, M.A. ..... *Dean of Women*
MARY E. RICH, R.N. ..... *College Nurse*
JAMES O. COLLEY, M.D. ..... *College Physician*
A. E. CHOATE, B.S. ..... *Superintendent of Buildings and Grounds*
MRS. ANNETTE S. PARKS, B.S. ..... *Librarian and Secretary of Laboratory Training School*
MRS. MARTHA K. ROSE ..... *Secretary*

FACULTY

CHARLES BUNYAN SMITH, B.S., M.A., ED.D.
President
B.S., George Peabody College for Teachers, 1922, M.A., 1927; Ed.D., Teachers College, Columbia University, 1940; President, State Teachers College, Troy, 1937—

MARIE REBECCA ALLEN, B.S., M.A.
Art
B.S., University of Alabama, 1939; M.A., George Peabody College for Teachers, 1943; University of Chicago and Chicago Art Institute, summers of 1936 and 1939; State Teachers College, Troy, 1945—

*MARTHA JANE BALLARD, B.S., M.A.
Art
Alabama College, 1916-17; B.S., University of Alabama, 1918; Teachers College, Columbia University, 1928; M.A., University of Chicago, 1935; Troy State Teachers College, 1931—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History
Graduate, Troy State Normal College, 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

EMILY SINCLAIR CALCOTT, B.S., M.S., PH.D.
Assistant in English
B.S., State Teachers College, Farmville, Va., 1924; M.S., University of Virginia, 1928, Ph.D., University of Virginia, 1931; State Teachers College, Troy, 1934—

JAMES M. CARPENTER, B.A., M.A., PH.D.
English
B.A., University of Mississippi, 1913; M.A., University of Mississippi, 1914; Ph.D., Harvard University, 1929; State Teachers College, Troy, 1945—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian
B.A., in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

ALBERT E. CHOATE, B.S.
Health and Physical Education for Men
Superintendent of Buildings and Grounds
B.S.. East Tennessee Teachers College, 1926; Graduate Student, University of North Carolina, 1927; George Peabody College for Teachers, 1928; Alabama Polytechnic Institute, 1931, 1936; Northwestern University Coaching School, 1937; Louisiana State University, summer 1939, 1940; State Teachers College, Troy, 1937—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

*Absent on leave.

ROBERT HUGH ERVIN, B.A., M.A., ED.D.
Psychology
B.A., University of Virginia, 1918; M.A., 1920, M.Ed., 1923, Ed.D., 1929, Harvard University; State Teachers College, Troy, 1931—

*CURREN ADAMS FARMER, B.S., M.A.
Health and Physical Education for Men
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

CURREN MONROE FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College, 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

*LAURESON FORRESTER, B.S., M.A.
Health and Physical Education for Women
B.S., Peabody College, 1926, M.A., 1933; State Teachers College, Troy, 1933—

LUCILLE MARGARET GARRETT, B.S., M.A.
Dean of Women
B.S., Alabama Polytechnic Institute, 1931; M.A., Teachers College, Columbia University, 1944; further work at Iowa State College; State Teachers College, Troy, 1945—

LORAINE ESTELLE HAMIL, B.PH., M.PH., B.S., M.A.
Third Grade Critic Teacher
B.Ph., Troy State Normal College, 1896, M.Ph., 1898; B.S., Peabody College, 1921; M.A., University of Alabama, 1936; State Teachers College, Troy, 1905—

IRWIN A. HAMMER, B.A., M.A., ED.D.
Education
B.A., Park College, Parkville, Mo., 1920; M.A., University of Colorado, 1927; Ed.D., Teachers College, Columbia University, 1939; State Teachers College, Troy, 1937—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S., Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

*EMMETT KILPATRICK, B.A., M.A., DOCTEUR ES-LETTRES
French
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

FLORENCE OLIVIA LEE, B.A., M.A.
First Grade Critic Teacher
Graduate, St. Mary's Episcopal College, Raleigh, N.C.; B.A., Alabama College, Montevallo, 1936; M.A., Teachers College, Columbia University, 1941; State Teachers College, Troy, 1938—

*Absent on leave.

MARY VIC MAUK, B.S., M.A.
Music
B.S., Troy State Teachers College, 1932; M.A., University of Chicago, 1933; M.A., in Music Education, Teachers College, Columbia University, 1944; State Teachers College, Troy, 1931-1939, 1945—

*MARY F. McCARTHY, B.S., M.A.
Sixth Grade Critic Teacher
Graduate, Columbus, Ohio, Normal School, 1921; B.S., in Education, Ohio State University, 1924; M.A., Ohio State University, 1925; Student, University of Marburg, Germany, Winter Term, 1931-32; Student, Columbia University, 1932-1933; State Teachers College, Troy, 1936—

ESTHER MURPHY, B.S.
Sixth Grade Critic Teacher
State Teachers College, Troy, Alabama; B.S., Alabama Polytechnic Institute; State Teachers College, Troy, 1943—

ANNETTE SHACKELFORD PARKS, B.S.
Assistant Librarian
B.S., Troy State Teachers College, 1942; State Teachers College, Troy, 1943—

*RICHARD CONNELLEY PECK, B.A., M.S., PH.D.
English
B.A., Park College, 1935; M.A., George Peabody College for Teachers, 1936, Ph.D., 1942; State Teachers College, Troy, 1940—

*LAWRENCE L. PETERSON, B.E., M.S.
Music
B.E., State Teachers College, Moorhead, Minnesota, 1935; Graduate Student, State Teachers College, Moorhead, 1935-36; Concordia College Conservatory of Music, Fargo, N. D., 1936-37; University of Southern California, 1938-39; Summer Sessions, 1938, 1939, 1940; M.S., University of Southern California, 1941; State Teachers College, Troy, 1939—

A. S. RUDOLPH, B.S., M.S., PH.D.
Science
B.S., Agricultural Western Kentucky Teachers College, 1924; M.S., University of Kentucky, 1928; University of Chicago, Summer, 1930; Ph.D., Iowa State College, 1938; State Teachers College, Troy, 1942—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of N.C., 1930-31; State Teachers College, Troy, 1919—

MYRA SEGARS, B.PH., B.S., M.A.
Mathematics
B.Ph., Troy State Normal College, 1900; B.S., Teachers College, Columbia University, 1923, M.A., 1929; State Teachers College, Troy, 1915—

*Absent on leave.

INDIE LOWRY SINCLAIR, B.S., M.A.,
Health and Physical Education for Women
B.S., Mary Washington College, 1925; M.A., New York University, 1938; summer at the University of Virginia; State Teachers College, Troy, 1945—

OPHELIA SMITH, B.S.
Fourth Grade Critic Teacher
B.S., State Teachers College, Florence; George Peabody College for Teachers; State Teachers College, Troy, 1943—

L. LEMAR STEPHAN, B.S., PH.M.
Geography
B.S., Western Kentucky State Teachers College, Bowling Green, 1932; Ph.M. in Geography, University of Wisconsin, Madison, 1933; further graduate study, Clark University, Worcester, Mass.; State Teachers College, Troy, 1941—

HARRIETTE STRIPLING, B.A., M.A.
Foreign Languages
B.A., Alabama College, 1936; M.A., Duke University, 1941; further study at Rocky Mountain School of Languages and the University of North Carolina; State Teachers College, Troy, 1945—

*MADIE BELLE WARD
Foreign Languages
B.A., Alabama College, Montevallo, 1940; graduate study, 1941, 1942, University of North Carolina; State Teachers College, Troy, 1943—

VIOLET GROSS ERVIN, B.A., MUS.B.
Piano (Private)
B.A., Tennessee College and Diploma in Piano, 1916; Mus.B., Chicago Musical College, 1926; Graduate study, George Peabody College for Teachers, two quarters; Private teacher of Piano, State Teachers College, Troy, 1941—

*Absent on leave.

STANDING COMMITTEES OF THE FACULTY, 1945-1946

ADMISSIONS, CLASSIFICATION AND CREDITS: Dr. Ervin, Chairman; Miss Segars, Mrs. Sawtell, Dr. Rudolph.

DISCIPLINE: Mr. Sartain, Chairman; Miss Garrett, and two Students.

SCHEDULES: Dr. Hammer, Chairman; Miss Garrett, Miss Cates.

ATHLETICS: Mr. Sartain, Chairman; Miss Sinclair.

PLACEMENT: Dr. Ervin, Chairman; Miss Hamil, Miss Murphy, Miss Allen.

ANNUAL HOME COMING: Mr. Sartain, Chairman; Miss Segars, Miss Hamil, Dr. C. M. Farmer, Students.

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PUBLICITY: Dr. Ervin, Chairman; Dr. C. M. Farmer, Mrs. Sawtell, Students.

COLLEGE PUBLICATIONS: Dr. Ervin, Chairman; Dr. Calcott, Miss Stripling, Miss Mauk.

ASSEMBLY PROGRAMS: Dr. Ervin, Chairman; Dr. Calcott, Miss Stripling, Miss Mauk.

HEALTH: Miss Sinclair, Chairman; Dr. Colley, Miss Rich, Students.

CURRICCULUM AND INSTRUCTION: Dr. Hammer, Chairman; Dr. Ervin, Miss Cates, Miss Garrett, Dr. Rudolph.

ANNUAL ALUMNI LUNCHEON AT STATE A.E.A. MEETING: Miss Garrett, Chairman; Mr. Sartain.

COMMENCEMENT PROGRAMS: Dr. Ervin, Chairman; Miss Garrett, Miss Mauk.

GUIDANCE AND STUDENT PERSONNEL: Dr. Hammer, Chairman; Miss Garrett, Vice-Chairman; Dr. Ervin, Mr. Sartain, Miss Poe, Miss Sinclair.

ARTS PROGRAMS: Dr. Ervin, Chairman; Miss Garrett, Dr. Calcott.

STUDENT AFFAIRS: Miss Garrett, Chairman; Mr. Sartain, Miss Sinclair, Dr. Rudolph.

EVALUATION AND MEASUREMENT: Dr. Ervin, Chairman; Miss Ingram, Miss Garrett, Miss Elder, Miss Lee, Dr. Calcott, Miss Smith, Mr. Sartain.

*The President of the College is ex-officio member of all Committees.

General Information

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has the excellent health and entertainment facilities, paved streets, and conveniences of a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The many social, church, and school organizations furnish frequent wholesome and instructive entertainment; and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are four college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, and the Health and Physical Education building, Wright Hall.

Kilby Hall is a one story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beautiful open court which encloses four large trees and in which is a concrete stage for open air entertainments.

Bibb Graves Hall, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the colonial style of architecture; and, for the present, it houses not only the classrooms, but

the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

SHACKELFORD HALL is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through—an ideal retreat for the girls who reside on the campus.

EDGAR M. WRIGHT HALL is the Health and Physical Education Building, equipped for basketball and other sports, has just been completed. The building is a handsome, two-story structure of colonial architectural style.

THE SWIMMING POOL. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

GOLF COURSE AND SCENIC DRIVEWAY. A golf course covering many acres of ground, with nine holes and with a par score of 32, is an important campus feature. Students are admitted to the course free and town people pay a small fee. A scenic driveway and a lagoon of several acres furnish other attractive features for recreational life and for instruction in the field sciences.

THE LIBRARY

THELMA K. CATES, Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program of the institution. This work is supplemented by instruction in the use of the materials in the Library and reading rooms of the Laboratory School housed in Kilby Hall.

The Library book collection now numbers in excess of 24,000 volumes; and the periodical list includes 150 magazines. The Library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms.

THE INFIRMARY

JAMES O. COLLEY, JR., M.D., Physician

MARY E. RICH, R.N., College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the College physician, and it is equipped with modern hospital furnishings. Students are well cared for in every particular.

THE COLLEGE SUPPLY STORE

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold. The Store is a recreation center in after-school hours where students gather for refreshment and for a good social time.

THE LABORATORY TRAINING SCHOOL

The Laboratory School is our laboratory school for training teachers for Alabama. The Laboratory School for teachers accepts a large responsibility to Alabama children and to the teacher training program of the State. We are meeting this responsibility by making an intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children includes special work in music, art, and physical education with the assistance of College instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The art work is adequate. The children use many mediums of expression. The physical education work is placing emphasis on the natural development of children. The work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

DEPARTMENT OF FIELD SERVICE

DR. IRWIN A. HAMMER, Director

The Department of Field Service of Troy State Teachers College is offering two types of educational service to the teachers of Alabama. First, the usual academic offerings as described in the Catalogue are being made available to all teachers who desire college credit by extension courses.

Second, field service courses are offered in connection with county-wide programs for the improvement of instruction. This service is being emphasized in an effort to promote the State Program of Curriculum Study and Development.

Credit for this work is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to recommend teachers to suitable positions.

THE COLLEGE GUIDANCE PROGRAM

Freshman young men and young women at the Troy State Teachers College receive close, thorough, and sympathetic guidance. Each student works under the constant guidance and counselling of his faculty adviser, with whom he must have several hours of instruction and counselling every week, in the Freshman Program of studies recommended for all incoming freshman students. Faculty members and upper classmen at "Troy" have established a strong tradition of friendliness in their helpful

attitude toward seeing to it that every freshman gets the very best start possible on his college career. It is the belief here that an excellent start in college life means that the student is at least half-way in his progress toward real success.

STUDENT ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at "Troy" through organized activities. Students are encouraged to participate actively in those which will promote their personal growth and development, and which help them to make their best contributions to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus.

> The purpose of this organization is to provide opportunities for the practice of good citizenship; to promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.

Officers for 1944-1945:

President ..... John C. Carmichael
Vice-President ..... Mary Merrill
Secretary ..... Clara Allen

Officers for 1945-1946:

President ..... Guy Duncan
Vice-President ..... Lorraine Bates
Secretary ..... Ida Pointer

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

THE SOCIAL COMMITTEE

The Social Committee is composed of a chairman and seven committee members. Their object is to promote social activity and entertainment for the students. Because of war-time conditions the Social Committee is at present replacing the Pan-Hellenic Council and the social sororities and fraternities which formerly operated on the campus.

THE "TROY STATE" DEFENSE COUNCIL

The College Defense Council was organized and began functioning in November of 1943. Representatives from each class and a chairman make up the council. They, with the cooperation of the Student Government, support the regular defense projects on the campus; and they are organized to meet all the current defense needs which may arise.

INTERNATIONAL RELATIONS CLUB

The International Relations Club exists for the purpose of stimulating intelligent interest in international affairs.

It consists of two groups—senior members and junior members. To become eligible for senior membership one must possess an average of 85 or above for three consecutive quarters and show qualities of leadership, character, and interest in international affairs. Junior members must have attended this College for at least one quarter and show interest in international affairs.

This club sponsors a well-rounded library of books on current topics donated by the Carnegie Endowment Fund. Each month it receives a news summary of national and international events. Other worthwhile activities that the club sponsors are exhibits, educational forums, addresses by noted speakers, and an annual banquet.

PI KAPPA OMEGA

Pi Kappa Omega is a local honor society which was organized in 1936 for the purpose of recognizing and encouraging superior scholastic achievement and leadership, and to develop high professional standards in the teaching profession.

ALPHA PSI OMEGA

Eta Sigma Chapter of Alpha Psi Omega, national honorary dramatic fraternity, was installed in 1939. It seeks to recognize and stimulate excellence in the field of dramatic production.

GEOGRAPHY AND CONSERVATION COUNCIL

The Troy Geography and Conservation Council was established in 1939 for the purpose of promoting geographic study. A grove of tung oil trees has been planted on the campus as a project of the Council. The collection of maps and materials is another continuing project of the group.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the Library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

THE RELIGIOUS COUNCIL

The Students Religious Council is an organization open to all students of any denomination. It was organized in 1943 to promote religious activities on the campus and to coordinate the efforts of the young people's organizations of the different churches in Troy. The Council is responsible for devotional services held in Shackelford Hall.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, etc. The "Troy" W. A. A. is a member of the National Athletic Association.

CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality.

Speakers representing many fields of interest and knowledge are presented on the weekly Assembly programs.

EXPENSES

Board in Dormitories—$60.75 per quarter, or $20.25 per month, payable in advance.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$3.00 per quarter. This fee is paid by all students at the beginning of the quarter, and is not subject to refund.

Deficiency Examination Fee—A fee of $1.00 is charged for each deficiency examination.

Laboratory Fee—A fee of $1.00 is charged for each three-hour course in a laboratory science.

Diploma Fee—All degree graduates pay a fee of $10.00.

Out of State Fee—Students residing in other states must either sign an obligation to teach two years in Alabama or pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property.

*ROOM AND BOARD FOR WOMEN

The State Teachers College is provided with a well equipped, modern dormitory for women, and the rates for accommodations are as follows: For one quarter of three months, see Expenses. This includes room, heat, lights, and table board. Irons for use in the dormitory must be furnished by the student. A deposit of 50 cents is required for room key, and it is refunded when the key is returned to the dormitory office.

Students withdrawing for unavoidable reasons have the unused part of the board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund the following rates are charged for board: For a month, $20.25; for a single room without roommate, $24.25; for less than a month and more than a week, $6.00 a week; for less than a week, $1.25 per day. No deductions are allowed for absence of a shorter time than two weeks, and then the absence must be for providential cause. Students entering late but receiving credit for a full quarter's work must pay the entire quarter's expenses.

No room is reserved until the reservation fee of $1.00 has been paid to the Treasurer of the College. This $1.00 is credited upon the first month's board.

All boarding students, whether in town or in the dormitories, are subject to the same general regulations, and no student is permitted to board where these regulations are not adopted and maintained as the law of the house.

Students should furnish for room use a cover for couch bed, two pillow cases, four sheets, blankets or comforts, clothes bag, and six towels. All bedding should be for single beds. For dining room use, students are required to supply six napkins. All linens should be plainly marked with the student's name.

ROOM AND BOARD FOR MEN

A maximum of fifty young men can be accommodated in the men's dormitories on the campus at a room rental of $2.50 per month. Men may secure table board at the Shackelford Hall dining room at $18.50 per month, subject to an advance in price with the increase in the cost of food.

*Rates for board are subject to advance with increase in the cost of food.

Also, in the residences of Troy men students may find boarding and rooming accommodations suited to their varying needs, tastes, and purses.

All rooming and boarding places patronized by students are under the supervision of the College authorities.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges in Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusements is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky, or President C. B. Smith, Troy, Alabama, for full information. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs. Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Memorial loan funds for assistance to superior students have been established by friends in honor of: Dr. F. J. Cowart, Dr. E. M. Wright, Mr. J. C. Foshee, and Mr. Wyche G. Pruett.

Loan funds have been established also by the Alabama Federation of Women's Clubs, the "Troy" Women's Athletic Association, the Geneva Athenaeum Club, the Birmingham News, and the Geographic Study Club of Troy. Applications for assistance from these funds may be made to the College Treasurer, who will file each application with the proper official in charge of each respective fund.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Board should be engaged as early as possible. Reservations for board in Shackelford Hall should be made by sending $1.00 to the Secretary of the College.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

TEACHERS' CERTIFICATES

The courses of study described in this catalog have been approved by the State Board of Education for the training of elementary and secondary teachers in Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below.

A Limited Elementary Professional Certificate may be issued to a person who has not previously held a regular Alabama teacher's certificate and who completes prior to September 1, 1945 four quarters of a curriculum approved for the training of elementary teachers. The applicant must complete a minimum of nine quarter hours of credit in professional elementary education, three hours of which must be in directed teaching in the elementary grades.

This certificate is valid for a period of one year and may be continued for a period of one year from date of lapse upon the completion by the holder of a minimum of fifteen quarter hours of credit earned in residence at an institution approved for the training of elementary teachers by September 1 next following the date of expiration of the certificate. If this certificate is allowed to lapse it cannot under any conditions be reinstated.

A Class C Elementary Professional Certificate may be issued to a person who has completed the three years of work prescribed by the State Board of Education for this certificate.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A Class B Elementary Professional certificate may be issued to a person who has graduated with a bachelor's degree in a curriculum approved for the training of elementary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades, as conditions may require.

A Class B Secondary Professional Certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of secondary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach the subjects named on its face, and other high school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

ENTRANCE REQUIREMENTS

1. *Admission by Certificate.* An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. *Admission by Certificate and Examination.* An applicant from an unaccredited high school who presents a satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. *Admission by Examination.* An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. *Admission as Special Students.* Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. *Admission with Advanced Standing.* Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

ADMISSION OF WAR VETERANS

Any Veteran may be admitted as a special student. Advanced standing for training and study during the War will be allowed according to the standards adopted by the Alabama State Teachers Colleges and recommended by the American Council on Education. Every consideration consistent with an honest administration of college work and instruction, will be shown to all Service men and women.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with 48 hours of credit are classified as sophomores: those with 96 hours are classified as juniors; and those with 144 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load of 16 hours. Only students who have made an average grade of B on their previous quarter's work will be permitted to take extra hours of instruction.

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load. The normal load is sixteen hours.

Students enrolling one week after class work begins have their load reduced for that quarter unless during their last quarter in college they made an average grade of B. Those entering as late as the beginning of the third week must take three hours less than the normal load; and if any wish to enroll still later, they are limited to credit for a half-quarter. Students are not permitted late enrollment beyond one day on a half-quarter of work.

The minimum load for any student is considered to be twelve hours for the quarter except by special permission.

Persons living near the college who wish to register for one or two courses for which they are qualified to enter may register as part-time students upon application to the registrar.

A student withdrawing is entitled to no credit unless the registrar has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

* GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree from a state teachers college must satisfy the following conditions:

1. No student will be permitted to graduate with less than three-quarters of full-time residence work, one of which must be the quarter next preceding the awarding of the degree.
2. Not more than one-fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.
3. No student will be graduated who has not completed at least 90 clock hours of supervised (or directed) teaching under conditions that have been approved by the State Department of Education.

*See pages 24 and 25 of Catalog dated July 1, 1941 for summary of credit-hours required for students entering college prior to September of 1940.

COURSE SUMMARY FOR B.S. DEGREE IN EDUCATION

FRESHMAN YEAR

Course No. and Title	Credit Hours
131, 132, 133. *Bio-Social Development of the Individual* .... (Human Biology (9); Health and Physical Education (3); Psychology (3); Problems of Modern Society (6).)	21
131, 132, 133. *The Arts in Individual Development* ..... (Literature, including drama (3); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	9
111, 112, 113. *Service Course in English*	9
Special Interest Course (Elective)	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* ..... (Physical Science (6); Geography (3).)	9
231, 232, 233. *Regional and National Socio-Economic Problems* ..... (Social Studies (6); Geography (3); Social Psychology (3).)	12
231, 232, 233. *The Arts in Contemporary Society* ..... (Literature, including Drama (6); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	12
231. *Applied Mathematics*	3
Physical and Health Education (Elective) ..	3
Special Interest Course (Elective)	9
Total	48

ELEMENTARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region* ..... (Human growth and development (6); educational psychology (3).)	9

Educ. 371, 372, 373.	*Elementary Education Seminar and Student Teaching*	15
	(Orientation to teaching (3); selection and organization of instructional materials (6); directed teaching (6).)	
Educ. 431, 432, 433.	*Social and Philosophic Foundations of Education*	9
	(History of education (3); principles of education (3); social philosophy (3).)	
Educ. 471, 472, 473.	*Elementary Education Seminar and Student Teaching*	9
	(Child guidance (3); administration and supervision of instruction (3); directed teaching (3).)	
Eng. 361.	*Literature for the Elementary Teacher*	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3
Sc. 361-362.	*Science for the Elementary Teacher*	6
Music 461.	*Music for the Elementary Teacher*	3
Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
Electives from either professional or non-professional courses		6
Special Interest Courses (Elective)		18
	Total	96

SECONDARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region*	9
(Human growth and development (6); educational psychology (3).)	
Educ. 381, 382, 383. *Secondary Education Seminar and Student Teaching*	9
(Materials and methods in the area of specialization or in the core program (6); directed teaching (3).)	
Educ. 431, 432, 433. *Social and Philosophic Foundations of Education*	9
(History of Education (3); principles of education (3); social philosophy (3).)	
Educ. 481, 482, 483. *Secondary Education Seminar and Student Teaching*	15
(Pupil guidance (3); selection and organization of instructional materials (3); administration and supervision of instruction (3); directed teaching (6).)	
English-Social Studies Area	
English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18
OR	
Science-Mathematics Area	
Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18
Total	96

(Supplementary Requirements for Graduation)

The requirements for the B.S. degree for students entering on or after June 1, 1942, will be 192 quarter hours.

A student may take a maximum of 20 hours per quarter, provided he has attained a B average in the preceding quarter.

Students who have completed a portion of the work for a degree prior to June 1, 1942, will have the amount of work required for graduation adjusted in terms of the prescribed load at the time the student entered. For example:

a. Persons who entered between September, 1940 and June, 1942, and have attended one quarter, will be required to complete 194 quarter hours.
b. Persons who entered between September, 1940 and June, 1942, and have attended two quarters, will be required to complete 196 quarter hours.
c. Persons who entered between September, 1940 and June, 1942, and have attended three quarters, will be required to complete 198 quarter hours.
d. Persons who entered between September, 1940 and June, 1942, and have attended four quarters, will be required to complete 200 quarter hours.
e. Persons who entered between September, 1940 and June, 1942 and have attended five quarters, will be required to complete 202 quarter hours.
f. Persons who entered between September, 1940 and June, 1942 and have attended six quarters, will be required to complete 204 quarter hours.
g. Persons who entered before September, 1940 may graduate, until 1946, under the requirements in effect at the time they entered (with certain modifications).

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D for freshmen and sophomores, and C for juniors and seniors.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

The Curriculum

The College curriculum is based on the educational needs and objectives of the state system of public education. An analysis of these needs and objectives presents a demand for teachers who are qualified to guide students in the meeting of problems of living that are both individual and social in nature. The teacher should have a dynamic and integrated personality. He should have a broad concept of the meaning of democracy and the duty of each individual to contribute to democratic, social, and political life. A teacher should be able to lead his students into an intelligent understanding of the socio-economic needs and potentialities of present day society in Alabama and in the nation. He should be competent to exercise effective leadership in community life. The effective teacher must have a sympathetic understanding of children, and a sufficiently broad cultural background to enable him to guide his students into full and effective living in our democratic society.

The outstanding features of the curriculum are:

(1) It provides a uniform program during the first two years for students preparing to teach in either the elementary or secondary field.

(2) The curriculum provides general education core courses in the first two years and also makes provision for special needs and interests.

(3) Professional education in both the elementary and secondary fields is provided in the educational core courses in the junior and senior years.

(4) In the junior and senior years provision is made for further specialization in areas of major interest and concentration.

(5) Much consideration is given to the fact that campus living is an integral part of the student's education.

The program includes five related bodies of instructional and educative experience.

1. General Education Core
   (for freshmen and sophomores)
2. Special Needs and Interests
3. Professional Education
   (for juniors and seniors)
4. Courses in Area Specialization
   (for juniors and seniors)
5. Campus Living

General Education Core

The term, General Education Core, is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

FRESHMAN YEAR

131, 132, 133. *Individual Development* ..... 30 hours
Bio-Social Development of the Individual
The Arts in Individual Development

SOPHOMORE YEAR

231, 232, 233. *The Individual and His Environment* ..... 33 hours
Man and His Natural Environment
Regional and National Socio-Economic Problems
The Arts in Contemporary Society

Special Needs and Interests

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading, is made. A program is then planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in activities of special interest to them which will contribute to their total development, e.g., activities offered in the following: chorus, band, ensemble music making, orchestra, plastic and graphic arts, school paper, drama, dance, sports, et cetera.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

FRESHMAN AND SOPHOMORE

Science
Geography
History
Art
Music
Literature
Mathematics
Foreign Language
Physical Education

Written and Oral English. All freshman students carry a basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in tests in mathematics given at the time of admission, must be met before entering this course.

Physical Education. All students are required to carry some form of physical education activity during their freshman and sophomore years, unless in the opinion of the physical education instructors and the physician it is better for a student to refrain from such activity for a period of time. Physical education activities are selected according to the needs and interests of the student and upon the advice of the physical education instructors.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years; but certain experiences with children, visits to social agencies, and participating in community activities, provide a background for the student's later professional work.

The professional work includes: a study of human development and the social and philosophic foundations of education; directed observation and participation in learning situations; experiences in recognizing and using materials of instruction; and experience in evaluating outcomes.

JUNIOR YEAR

331, 332, 333. Child Development in the Community and Region 9 hours.

371, 372, 373. Elementary Education Seminar and Student Teaching 15 hours.

or

381, 382, 383. Secondary Education Seminar and Student Teaching 9 hours.

SENIOR YEAR

431, 432, 433. Social and Philosophic Foundations of Education 9 hours.

471, 472, 473. Elementary Education Seminar and Student Teaching 9 hours.

or

481, 482, 483. Secondary Education Seminar and Student Teaching 15 hours.

AREAS OF SPECIALIZATION

ELEMENTARY EDUCATION

Students preparing to teach in the elementary school must know and understand the nature and needs of children. They must be concerned about human relationships and group living; about problems, conditions and ideals of our democratic society, and about the effects of present-day economic conditions on children. They must participate in programs of action with children where decisions are made and plans developed. They must develop a background of insight and understanding for use in guiding the experiences of children.

In addition, the elementary teacher will be required to include the following "contributing" courses, or their equivalent, in meeting the requirements for the B.S. degree in Elementary Education: English 361, History 361, History 444, Science 361-2, Health and Physical Education 361, Music 461, Art 461 and at least three hours in American History.

SECONDARY EDUCATION

Students preparing to teach in the secondary school may elect to major in either the English-Social Studies Area or the Science-Mathematics Area.

These areas of specialization are designed for preparing the high school teacher:

1. To participate in core curriculum programs.
2. To teach subjects in the area of specialization.
3. To direct one or more student activities.

Woman's Dormitory

1. ENGLISH—SOCIAL STUDIES

The content of the area will include a desirable balance among the following: Speech, writing, literature, history, government, economics, sociology, and geography, as they contribute to the understanding and solution of significant problems.

The 84 hours to be completed in this area of specialization include 30 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 84 hours, not more than 18 may be chosen from contributing areas such as:

Art	Foreign Languages	Library Science
Music	Geography	Psychology

The purposes of the English-Social Studies area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum work of the school.

(2) To enable the teacher to conduct the special interest work, and work in skills and techniques that fall within the broad area of English and Social Studies.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
English	18	18 to 36	36 to 54
Social Studies	12	18 to 36	30 to 48
Contributing areas		0 to 18	0 to 18
Totals	30	54	84
Required and Special Interest Courses	66	42	108
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in English and as much as 36 hours in Social Studies, or vice versa. The maximum credit that may be accepted in a contributing area is 18 hours.

2. SCIENCE—MATHEMATICS

The content of this area will include a desirable balance among biology, chemistry, physics, geology, astronomy, and mathematics, as they contribute to the understanding and solution of significant problems.

The 72 hours to be completed in this area of specialization include 18 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 72 hours, not more than 18 may be chosen from contributing areas, such as:

Geography	Industrial Arts	Commercial Arts
Agriculture	Home Arts	

The purposes of this area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum.

(2) To enable the teacher to conduct the special interest work that falls within the broad area of science and mathematics.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
Science	15	18 to 36	33 to 51
Mathematics	3	18 to 36	21 to 39
Contributing areas		0 to 18	0 to 18
Totals	18	54	72
Required and Special Interest Courses	78	42	120
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in Science and as much as 36 hours in Mathematics, or vice versa. The maximum credit that may be accepted in one contributing area is 18 hours.

CAMPUS LIVING

Campus living is considered an integral part of the student's general education and constitutes laboratory experience for the comprehensive general education courses. The student's care of his room, clothes, and personal belongings; his budgeting and use of time and money; and his participation in social life and responsibility; are all important areas of living in which it is expected that the student will maintain high standards. Standards attained by the student in these areas will be an important factor in the evaluation of his work in the appropriate comprehensive courses of the General Education Core.

Courses of Instruction

NOTE—Instructors have the privilege for the session of 1945-1946 to change the number of hours for each course: however, this does not affect the hour requirements in each subject for graduation.

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. *Bio-Social Development of the Individual.* Twenty-one credit hours. Required of all freshmen except by special permission. Continuous throughout the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to maturity; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of revolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. *The Arts in Individual Development.* Nine credit hours. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of: literature; the plastic, graphic, and home arts; and music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to

further the cultural and recreational life of the college campus and surrounding community. Emphasis is placed upon the understanding of the relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. *Man and His Natural Environment.* Nine credit hours. Required for sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community, this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of biology, anthropology, geology, climatology, and ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. *Regional and National Socio-Economic Problems.* Twelve credit hours. Required of sophomores except with permission. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon instiutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in all phases of his activity—regional, national, international —will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. *The Arts in Contemporary Society.* Twelve credit hours. Required of sophomores except by permission. Continuous through the year. This course includes materials from the fields of literature, art, music, and folk dances. It emphasizes the place of the arts in the development and preservation of American culture. (See Art 231, 232, 233; Music 231, 232, 233; English 231, 232, 233; and courses in Physical Education open to sophomores.)

DEPARTMENT OF EDUCATION

DR. HAMMER, MISS ELDER, MISS MURPHY, MISS HAMIL, MISS INGRAM, MISS LEE, MISS SMITH

371, 372, 373. *Elementary Education Seminar and Student Teaching for Juniors.* Required of Juniors preparing for the B.S. degree in elementary education. Fifteen credit hours.

The seminar is continuous through the three quarters of the year with related contacts in the campus elementary school and the community. During one full quarter a large part of the day is spent in student teaching in the campus school, followed by a regularly scheduled conference with the critic teacher on important principles and practices growing out of the day's experience. In the seminar the student compares experiences and evaluates these in terms of sound principles of teaching, learning and organization. The student shares in planning the work of the seminar; arranges for conferences with subject matter specialists and community workers; and organizes educational trips.

381, 382, 383. *Secondary Education Seminar and Student Teaching for Juniors.* Nine credit hours.

The secondary education seminar may extend through the three quarters of the junior year or may be concentrated in one or two quarters. It includes:

1. Study of the American secondary school, its historical development, objectives and program, organization and administration, and present problems and issues with special emphasis on those of Alabama.

2. Study of the present problems of youth in the United States and in Alabama; appraisal of the work of various local, state, and federal agencies in meeting the needs of youth; and consideration of the responsibility of the public school in meeting the youth situation with particular reference to the extension of secondary school activities to include out-of-school youth and adults.

3. Study of secondary school curriculum and methods with particular reference to the needs of Alabama; the critical examination of various core experiments; plans for extra-curricular activities, guidance, evaluation, records and reports, home room activities.

4. Observation and participation over a wide range of activities with observation concerned with the whole secondary school in its com-

munity setting, and classroom teaching centered in core curriculum work.

401. *The Teaching of Reading.* Three credit hours. Three class periods a week. Required of seniors taking the continuous curriculum.

This course is planned to enable students to understand and to apply the psychology of learning in the teaching of reading, to discover needs, to emphasize diagnostic and remedial work, to set up attainable goals, to acquaint the student with ways and means of establishing desirable reading habits, to inspire a permanent interest in reading, and to measure reading progress.

412. *Directed Teaching.* Three credit hours.

This course is designed to give students experience in classroom instruction carried on under the supervision of trained teachers. Opportunity is provided to put into practice the principles of teaching and the theories of education which have been previously presented and discussed in courses in education.

422. *The Elementary Curriculum.* Three credit hours.

This course is concerned with the problems of curriculum development as they relate to the improvement of instruction in the elementary schools of Alabama. Special emphasis is placed on problems encountered in organizing and carrying forward curriculum improvement in the field.

431, 432, 433. *Social and Philosophic Foundations of Education.* Nine credit hours. Required of seniors.

This is a culminating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. Special study is made of the American public school, its historic development, its objectives and program, its organization and administration, and present problems in the United States and Alabama.

471, 472, 473. *Elementary Education Seminar and Student Teaching for Seniors.* Required of seniors preparing for the B.S. degree in elementary education. Nine credit hours.

The work of the junior-year seminar with responsibilities in an off-campus school situation. The student is expected to make himself, in so far as possible, a part of the school and the community, and to acquaint himself with the general organization and administration of the school

and its relation to the community, as well as to assume responsibility for some classroom teaching.

481, 482, 483. *Secondary Education Seminar and Student Teaching Practicum.* Fifteen credit hours. Required of seniors in secondary education.

The seminar is so conducted as to provide opportunity for the formation of divisional seminars in the major areas of specialization. The divisional seminars are concerned with the practical problem of utilizing the subject matter of the several areas of specialization in meeting the objectives of the school. The content of each seminar includes such topics as the following: purposes of the major area in secondary education, organization of subject matter in terms of purposes, materials and methods of instruction, contribution of the area to the core curriculum, contribution of the area to other areas in the school, evaluation of results.

As in the junior year, emphasis in observation is placed upon the whole secondary school in its entire community setting, and participation includes a wide range of activities. Classroom teaching is centered largely in the high school subjects represented by the area of specialization with ample opportunity to work in the core curriculum.

DEPARTMENT OF ENGLISH

DR. CARPENTER, DR. CALCOTT

111, 112, 113. *Written and Oral English.* Three credit hours each quarter. Required of all freshmen. A review of the fundamentals of grammar and the mechanics of writing, with frequent written work. In 112 and 113, the reading, criticism, and analysis of representative stories, dramas, essays, and poems with a view to learning to write and punctuate *directly* from the best authors. Closely cooperative with other core courses —aiding in preparation of papers, note taking, vocabulary building.

131, 132, 133. *The Arts in Individual Development.* Three credit hours. Required of freshmen in the Arts Core. The thorough covering of a good anthology of short stories, dramas, essays, articles, and poems, with frequent practice in oral work, such as reading poems and stories aloud and taking the parts of characters in the dramas studied. Especial emphasis given to speech. Close cooperation with other core courses in developing skill in speech and the appreciation and evaluation of varied forms of writing.

211, 212, 213. *English Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature in both poetry and prose.

231, 232, 233. *The Arts in Contemporary Society.* Six credit hours. Required of sophomores in the Core program. A survey of modern literature, with especial emphasis upon American literature—especially American and British dramas and novels.

241, 242, 243. *World Literature.* Three credit hours each quarter. Elective for sophomores and juniors. An introduction to world literature, with carefully chosen selections from the best writers of various national groups, including France, Italy, Spain; Germany, Scandinavia; Russia; ancient Greece and Rome; Persia, Arabia, India; and the like. For specific illustration, selections from Tolstoi, Ibsen, Zola.

301. *Romantic Poetry.* Three credit hours. The purpose of this course is: to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelly, and Keats; and to study several of the major poems of these writers and the periods which produced them.

302. *Victorian Poetry.* Three credit hours. The purpose of this course is: to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne; and to study selected major poems by these writers and the period which produced them.

303. *Contemporary Poetry.* Three credit hours. The purposes of this course are as follows: to offer extensive reading in the poetry of the leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject matter and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

361. *Literature for the Elementary Teacher.* Three credit hours. Required of students preparing for the B.S. degree in Elementary Education. The purposes of this course are: to familiarize the student with a wide variety of literature suitable for children; to afford practice in the reading of poetry and prose, in choric reading, and in creative drama; to establish some bases for the selection of literature for children; and to develop in the student an appreciation of the value and importance of literature in the training of children.

401-402. *English Drama.* Six credit hours. Elective for juniors and seniors. This is a study of English drama from its beginning.

403. *Advanced Composition.* Three credit hours. Elective for juniors and seniors. This course consists of practice in writing, based upon the study of current questions as discussed in the better class of magazines, and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

441. *The English Language.* Three credit hours. Elective for juniors and seniors majoring in English. This course consists of an intensive study of the development of the English language.

442. *Speech.* Three credit hours. Elective for juniors and seniors. This course stresses the improvement of voice and diction, practice in formal and informal speaking, and improvement in oral reading.

443. *Play Production.* Three credit hours. Elective for juniors and seniors. This course is offered for those whose work will be in the field of dramatics as well as for those who are interested in developing dramatic ability. The emphasis will be on problems of play production and stage techniques, with particular consideration given to the problems of play production in the elementary and secondary schools.

DEPARTMENT OF FOREIGN LANGUAGES

MISS STRIPLING

101. *Elementary French.* Three credit hours. Three class periods a week. Elective for freshmen. For students who enter without French or with one year of high school French. The purpose of this course is to establish the ability to read and understand French. Direct method is used.

102. *Elementary French.* Three credit hours. Three class periods a week. Elective for freshmen. Prerequisite: French 101 or the equivalent. This course is a continuation of French 101.

103. *Elementary French.* Three credit hours. Three class periods a week. Elective for freshmen. Prerequisite: French 102 or the equivalent. This course is a continuation of French 102.

201. *Intermediate French.* Three credit hours. Three class periods a week. Elective for sophomores. Prerequisite: one year of college French or the equivalent. The purpose of this course is to develop fluency and to read works from the more important authors.

202. *Intermediate French.* Three credit hours. Three class periods a week. Elective for sophomores. Prerequisite: French 201 or the equivalent. This course is a continuation of French 201.

203. *Intermediate French.* Three credit hours. Three class periods a week. Elective for sophomores. Prerequisite: French 202 or the equivalent. This course is a continuation of French 202.

311. *Advanced French.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: two years of college French or the equivalent. This course consists of: advanced grammar and practice in using idiomatic French; dictation in French; conversation based on ma-

terials read; reading histories, plays, novels, and short stories; dramatization.

312. *Advanced French.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: French 311 or the equivalent. This course is a continuation of French 311.

313. *Advanced French.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: French 312 or the equivalent. This course is a continuation of French 312.

441, 442, 443. *French Literature.* Nine credit hours. Continuous through the year. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people by means of literature.

141, 142, 143. *Elementary Spanish.* Nine credit hours. Continuous through the year. Elective for freshmen and sophomores. Juniors may elect this course by special permission. A beginning course with emphasis on reading, and practice in speaking and understanding simple Spanish.

241, 242, 243. *Intermediate Spanish.* Nine credit hours. Continuous through the year. Elective for sophomores, and for juniors and seniors by special permission. Prerequisite: one year of college Spanish or the equivalent. This course includes the rapid reading of prose, simple conversation, and such training in grammar as may be necessary.

DEPARTMENT OF GEOGRAPHY

MR. STEPHAN

141, 142, 143. *Western Hemisphere.* Three credit hours per quarter. Special interest course for freshmen and sophomores. Outlined to cover North America, Caribbean America, and South America respectively, these courses provide for an interpretation of man's adaptation to his environment—physical, climatic, economic, and social. Western hemispheric cooperation, trade, and living levels will be reviewed and compared with those of the Eastern hemisphere.

231. *Regional and National Socio-Economic Problems.* Three credit hours. Required of sophomores in the core program. With emphasis upon the United States and our southern neighbors, problems will be selected for study and evaluation.

233. *Man and His Natural Environment.* Three credit hours. Required of sophomores in the core program. Aspects of Air Age geography, such as polar maps, meteorology, world climates, transportation, new spacial conceps, will provide for a new functional orientation for prospective teachers of social science.

241, 242, 243. *Eastern Hemisphere.* Three credit hours per quarter. The courses cover Europe, Africa and Australia, and Asia respectively. Emphasis will be placed upon the more important countries and regions, American commercial interests, and world relations.

303. *Geography of the South.* Three credit hours. Elective for juniors and seniors. This course stresses an understanding of the natural attributes of the South and a clearer concept of their persistent influence upon social and economic development. Regionalism, in terms of southern problems and potentialities, is given intensive consideration.

Sci. 331. *Geology.* Three credit hours. Elective. (For description see Departemnt of Science offerings for juniors and seniors.)

331. *Climate and Man.* Three credit hours. Elective for juniors and senors. Relationships and adjustments between man and his climatic environment constitute the main theme in the study of world climate and weather.

333. *Meteorology.* Three credit hours. Elective for juniors and seniors. This is a course in the physics of the air. It gives an interpretation of temperature, winds, pressure, precipitation, and air masses, as related to flight and other human activities.

341. *Geography of Alabama.* Three credit hours. Elective for juniors and seniors. A regional study based upon available material and sources of references, statistics, making of maps, field studies, and pictures. Topics, such as resources, industry, land planning, landscape, and teaching technique will receive careful consideration.

401. *Historical Geography of the United States.* Three credit hours. Elective for Seniors. The purpose of this course is to make a study of the natural environment which has furnished the setting for the development and growth of the United States to a major world power.

402. *Problems in Political Geography.* Three credit hours. Elective for seniors. Selected topics such as past and present political patterns of the world as related to the elements of the natural environment, boundaries, bases for war and peace, domestic and international problems confronting major world powers, and nuclear cores of settlement, will be studied.

403. *Conservation of Natural Resources.* Three credit hours. Elective for seniors. This course provides for an understanding of our natural resources with a view of determining ways of obtaining maximum benefit from them. The National conservation movement receives careful consideration. Alabama's resources and their conservation are emphasized.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MR. CHOATE, MISS SINCLAIR

The physical education program has a three-fold purpose: To provide for the college student opportunities (1) for a well-balanced physical development and for participation in wholesome sports and desirable activities while in college; (2) to develop an understanding of and appreciation for recreational activities which will enrich the life of the individual after leavng college; (3) to gain a professional understanding of the principles of physical development and the technique for directing a health and physical education program.

In the freshman and sophomore years, all students are required to take courses dealing with the health needs and physical development of the individual. During the freshman year, the emphasis will be on the physical needs of the individual student, and during the sophomore year the emphasis will be on group participation in desirable activities accordng to the needs and interests of the student.

All prospective elementary teachers are required to take Health and Physical Education 361 and three hours of physical education activities in the junior or senior year.

Prospective secondary teachers are urgd to take Health and Physical Education 381 as an elective course where possible.

Elective courses in activities should meet the following requirements:

1. One group should be elected from the Team Sports Group.
2. One or more courses should be elected from the Individual Sport and Activity Group.
3. One course should be taken from the Rhythmics Group.
4. Other courses may be taken from any group of activities upon the approval of the head of the department.

Regulation uniforms and shoes are required. New students should purchase these from the College Supply Store.

INDIVIDUAL SPORTS AND ACTIVITIES

141. *Beginning Tennis for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the fundamental strokes, scoring, and general techniques of the game. The game will be taught and developed through lectures, films, demonstrations, and practice.

142. *Golf for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the basic strokes, techniques, and skills of the game. Men and women will be taught in the same class group.

143. *Archery for Men and Women.* One credit hour. Two class periods a week. Fundamental techniques of the sport will be given, and care and upkeep of the equipment will be emphasized.

144. *Track and Field Activities for Men.* One credit hour. Two class periods a week. This course will include track and field events and will place some emphasis on the coaching of these events.

145. *Stunts and Tumbling for Men and Women.* One credit hour. Two class periods a week. This is an introductory course to tumbling techniques. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives, etc., will be taught. Self-testing stunts and group stunts will be introduced and some emphasis placed on pyramid building. Separate classes will be given for men and women.

146. *Badminton for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the simple fundamentals of the game, including the forehand and backhand drives, the clear and the serve. Team tactics and plays for the singles and doubles game will be emphasized.

147. *Intermediate Tennis for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes team tactics and strategy.

241. *Beginners' Swimming for Men and Women.* One credit hour. Two class periods a week. Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes. Classes for men and women will be held separately.

242. *Intermediate Swimming for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes form. Simple diving will be taught and water games will be included. Classes for men and women will be held separately.

243. *Recreational games for Men and Women.* One credit hour. Two class periods a week. Techniques and skills will be taught in the following activities: Deck tennis, shuffle-board, aerial darts, croquet, ping pong, horseshoes. The popularity of these activities has stimulated interest in studying the game techniques.

TEAM SPORTS

151. *Volley Ball for Men and Women.* One credit hour. Two class periods a week.

152. *Basket Ball for Men and Women.* One credit hour. Two class periods a week.

153. *Field Ball and Soccer for Men and Women.* One credit hour. Two class periods a week.

154. *Soft Ball for Men and Women.* One credit hour. Two class periods a week.

Skills and team tactics will be developed in each of the above mentioned team sports. Classes for men and women will be taught separately. The courses for men will emphasize the coaching of the sport where the class feels a need for this type of help.

RHYTHMS

251. *Beginning Folk Dancing for Men and Women.* One credit hour. Two class periods a week. A wide variety of dances from various countries will be included in this course. Dances involving simple steps will be taught with the primary emphasis being placed on the country and square dances of the South.

252. *Intermediate Folk Dancing for Men and Women.* One credit hour. Two class periods a week. The dances of various nations will be taught, but only those will be included that are based on the more complicated steps and figures.

254, 255, 256. *Ballroom Dancing for Men and Women.* Three credit hours. Two class periods a week. This course proposes to teach the techniques and fundamentals involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course, the more advanced steps will be included: tango, rhumba, conga, etc. The course numbers designate beginners, intermediate, and advanced phases.

COURSES OF INSTRUCTION

213. *Personal Hygiene.. Three credit hours.* Three class periods a week. Elective. The purposes of this course are to develop habits, attitudes, and knowledge concerning health, and to provide professional preparation of teachers in relation to home arts and science.

341. *Commuity Recreation.* Three credit hours. Three class periods a week. This course trains the student in the most efficient methods of planning, organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community field days, community sings, community swimming pools, parent-teacher entertainment, church recreational occasions, and private recreation groups. A very helpful bibliography of sources of information on such subjects will be compiled in the course.

361. *Health and Physical Education for the Elementary Teacher.* Three credit hours. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of plays and games suitable for elementary children.

381. *Health and Physical Education for the Secondary Teacher.* Three credit hours. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the secondary teacher.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

MR. SARTAIN, MRS. BYNUM

101, 102, 103. *World History.* Elective for freshmen and sophomores. Three credit hours per quarter.

131, 132, 133. *Problems of Modern Society.* Required of freshmen in the Bio-Social Core. Six credit hours.

201, 202, 203. *American History.* Elective for freshmen and sophomores. Three credit hours per quarter.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Six credit hours.

301, 302, 303. *English History.* Elective for juniors and seniors. Three credit hours per quarter.

341, 342, 343. *American Government and Politics.* Continuous through year. Nine credit hours, three each quarter. Elective for juniors and seniors. The purpose of this course is to show the function of government in the total life of the people and to prepare students for active participation in group affairs. It will include materials from local, state, and national governments. Much of these materials will be gathered from direct contact with governmental agencies. The purpose will be to develop understandings, participation, and attitudes which will make for more intelligent citizenship in local and national affairs as they function under the democratic processes.

351, 352, 353. *Economics.* Nine credit hours. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

361. *Social Studies for the Elementary Teacher.* Three credit hours. Required for students graduating with the B.S. degree in Elementary Education. Among the topics considered are: local government; ways of communication, such as radio, newspapers, magazines; property rights; the child's responsibility for the care of public property; the responsibility of the child in the family and in the community; care for dependents.

401, 402. *Modern European History.* Six credit hours. Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world.

403. *Recent American History since* 1900. Three credit hours. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible.

441, 442. *History of the South.* Six credit hours. Three hours per quarter. This course is designed to develop an understanding of the special problems of the South as a region. Its past history is developed in order to understand the present position of the South in relation to the

nation. Emphasis is placed upon the changes which are taking place and the further changes that are needed.

444. *History of Alabama.* Three credit hours. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States

445. *Latin American Beginnings.* Three credit hours. A study of colonial systems of Spain and Portugal in the Americas. Special attention is given to the native cultures and their interaction with the European cultures. The factors leading to revolt and establishment of Latin American republics, are studied.

446. *The Hispanic American States.* Three credit hours. The aim of this course is to give a basis for a better understanding of the peoples of these states, so that inter-American cooperation may result in developing a mutual program of action for the nations of the western hemisphere.

447. *Canada since* 1763. Three credit hours. This course traces the development of the English colonies in Canada who did not separate from the British Empire. The close ties between the United States and Canada are studied with reference to the future relations of Canada to the United States.

451, 452, 453. *Sociology.* Elective for juniors and seniors. Three credit hours per quarter. This course will combine both the principles of sociology and the problems of modern society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region.

DEPARTMENT OF MATHEMATICS

MISS SEGARS

100. *Algebra and Elementary College Mathematics.* Three credit hours. Five class periods per week. Elective for freshmen. This course is designed for those students who wish to take Mathematics but are not prepared for Mathematics 101, 102, or 103.

101-102. *College Algebra.* Six credit hours. Three class periods a week for two quarters. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103-4. *Plane Trigonometry.* Six credit hours. Three class periods a week. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

201. *Mathematical Analysis.* Three credit hours. Three class periods a week. Elective for sophomores and seniors. The purpose of this course is to make functional the several branches of mathematics.

202-203. *Analytic Geometry.* Six credit hours. Three class periods a week for two quarters. Elective for sophomores and seniors. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into formulae and vice versa.

231 A, B, C. *Applied Mathematics.* Three credit hours. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

232. *Applied Mathematics.* Three credit hours. Elective for sophomore and for juniors specializing in the Science-Mathematics area. This course deals with the applications of mathematics in human affairs and involves more advanced problems than those used in course 231.

241. *Mechanical Drawing.* Three credit hours. Five class periods per week. Elective for sophomores and juniors. This course deals with the care and use of drawing instruments; instrument exercises; lettering; geometrical construction; orthographic projection; drawing to scale; tracing; and reading blue prints.

242, 243. *Descriptive Geometry.* Six credit hours. Elective for sophomores and juniors. A critical study of the science of drawing. The location of points, lines, planes; single-curved surfaces; tangent lines and planes; intersection of surfaces; and surface developments.

311. *Differential Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. *Integral Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. *Advanced Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

411. *Differential Equations.* Three credit hours. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The methods of solving differential equations of the first and second orders are studied in this course.

412. *Theory of Equations.* Three credit hours. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The course deals with polynomial functions, complex numbers, trigonometric equations, cubic equations, approximation of roots of numerical equations, determinants.

413. *Theory of Equations.* Three credit hours. Three class periods a week. Elective for seniors. A continuation of 412.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN, MISS ELDER, MISS MURPHY, MISS HAMIL, MISS INGRAM, MISS LEE, MISS SMITH

131, 132, 133. *Bio-Social Development of the Individual.* Required of freshmen in the Core program. Three credit hours in developmental psychology.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three credit hours in social psychology.

242. *Mental Hygiene.* Three credit hours. Three class periods a week. Elective. Prerequisite: Psychology 131. The purposes of this course are: to study the dynamic processes of purposive development; to gain an insightful understanding of progressive adjustment within the individual's inner life and in his interaction with his environment both social and non-social; to promote growth in ability to guide school pupils into wholesome adjustment and out of conflict and maladjustment; and to learn how better to meet the mental health needs in our present-day changing society.

243. *Applied Psychology.* Three credit hours. Three class periods a week. Elective. This course deals with the application of psychological principles and techniques in vocational guidance and selection and in educational guidance and selection.

301. *General Psychology.* Three credit hours. Three class periods a week. This course deals with a fundamental study of human behavior

with major emphasis being given to: the human organism as a behaving being; instinctive functions and the role of learning in development; motivation and drives; behavioristic, gestalt, and psycho-analytic interpretations of behavior development.

311. *Advanced Educational Psychology.* Three credit hours. Three class periods a week. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of psychological criteria. The implication of modern systems of psychological thought for curriculum building are emphasized.

331, 332, 333. *Development of Children and Youth in the Community and Region.* Three credit hours each quarter for three quarters. Required of all juniors. On the foundation of the study of the biosocial development of the individual, and of social and economic problems made in the general education cores of the first two years, intensive study is now made of developing children and youth in interaction with community and regional conditions. Human developmental problems are studied with emphasis on needs that are typical of rural and urban cultures. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom, are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of human development, special study is made by the student specializing in the elementary area of the elementary school child; and the student specializing in secondary education emphasizes the study of the secondary school pupil.

401. *Tests and Measures.* Three credit hours. Three class periods a week. The purposes of this course are: to give an appreciation of accurate measurements in education, to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in constructing classroom tests.

442. *Psychology of Exceptional Children.* Three credit hours. Three class periods a week. Elective. The purposes of this course are: to give a command of techniques for diagnosing mental deficiency and gifted mentality, special mental "gifts" and inferiorities, and marked deviations of psycho-physical development that require psycho-educational understanding and skill on the part of the teacher; to give guided practice in the making of functional case-studies of such exceptional children; and to promote growth in guidance ability to realize the maximum educational advancement for each exceptional school child.

443. *Social Psychology.* Three credit hours. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social interaction, social conflict, and social evolution in the large; and to promote an understanding of the causes of and means of constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which has so largely created him.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

MISS MAUK, MISS ALLEN

ART—MISS ALLEN

131, 132, 133. *Art in Individual Development.* Three credit hours. See page 36.

231, 232, 233. *Art in Contemporary Society.* Three credit hours. See page 37.

403. *History of Art.* Three credit hours. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

MUSIC—MISS MAUK

131, 132, 133. *Art in Individual Development.* Three credit hours. See page 36.

141, 142, 143. *Applied Music.* One credit hour per quarter. Study and practice in solo and ensemble singing. Continuous through the year. Two class periods a week. It is advised that these courses be taken in sequence, but a placement examination will be given any student wishing to take the advanced courses. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these courses is to give a maximum number of students a working knowledge of the voice as applied to solo and ensemble singing, to aid each student in developing a beautiful singing voice without the expense of individual instruction, and to give students the necessary preparaton for participation in vesper choir, college choir, and small vocal ensembles.

151, 152, 153. *Applied Music.* One credit hour per quarter. Class piano, band, and orchestral instruments. Continuous through the year Two class periods a week. Each course is, respectively, a study of the piano, woodwind, brass, and string instruments. Previous musical experience is not necessary, as the fundamentals of music are given when the need for them arises. The purpose of these classes is to give to a maximum number of students the ability to play these instruments by means of group work. The number in each group will be limited. (Band and orchestral instruments will not be offered for 1943-44. Only class piano.)

231, 232, 233. *Music in Contemporary Society.* Three credit hours. See page 37.

241, 242, 243. *Applied music.* One credit hour per quarter. Study and practice in solo and ensemble singing. Continuous through the year. Two class periods a week. Courses 141, 142, 143 must be completed before these courses are taken. A placement examination will be given any student wishing to take this advanced course. Emphasis in this course is still equally divided between solo work and ensemble work.

251, 252, 253. *Applied Music.* One credit hour per quarter. Class piano, band, and orchestral instruments.

341, 342, 343. *Applied Music.* One credit hour per quarter. Study and practice in solo and ensemble singing. Continuous through the year. class periods a week. Courses 141, 142, 143 and 241, 242, and 243 must be completed before enrolling for these courses. Placement examinations will be given to any stulent wishing to take these advanced courses. Emphasis in these courses is on the use of the voice in solo work. Advanced ensemble work will also be done.

351, 352, 353. *Applied Music.* One credit hour per quarter. Class piano, band, and orchestral instruments.

402. *History of Art—Music.* Three credit hours. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student wtih the evolution of music from primitive times to the present.

451, 452, 453. *Harmony.* Three credit hours. Two class periods each week for three quarters. This course includes keyboard work, ear training, dictation, and written work. Topics to be studied are diatonic chords, modulation, non-harmonic tones, transposition, melody harmonization, and arrangements for small vocal and instrumental groups.

461. *Music for the Elementary Teacher.* Three credit hours. Required of all students preparing to teach in the elementary school. Included in this course are studies of: rhythm games; the social and cultural background of melodies; the development of simple melodies; and music suit-

able for elementary children. Among the experiences will be those of listening to good music, observing, and directing music periods.

INDUSTRIAL AND HOME ARTS—MISS ALLEN AND MR. CHOATE

241. *Industrial Arts—Study of Foods.* Three credit hours. Two class periods and two laboratory periods a week. Elective for juniors. The course deals with the problems of food nutrition of interest and value to elementary children. It includes a study of nutrition, creating of proper attitude and food habits in young children, source of foods, and something of the work in feeding man. The material is to be integrated with other phases of the curriculum.

242. *Industrial Arts—Study of Clothing and Shelter.* Three credit hours. Two class periods and two laboratory periods a week. Elective for juniors. This is a study of the changes man makes in material for his use and the problems arising from them. The course deals with problems of clothing and shelter of interest and value to elementary children. It includes a study of choice, care, and cost of clothing, the relation of clothing to health, the housing of the family, homes of other lands, and something of the work in providing clothing and shelter for man. The material is to be integrated with other phases of the curriculum.

243. *The Home—Its Care and Furnishings.* Three credit hours. Six laboratory periods a week. Elective for Juniors. This is a study of the changes man makes in materials for his use in the problems of life arising from them. A study of textiles, weaving, dyeing, and the care of materials. Selection and construction of clothing of a practical nature and basic design. Budgeting for clothing and the proper use and care of garments. Clothing made, worn, and cared for by students. This course is to be integrated with other phases of the curriculum.

251. *Introduction to Industrial Arts.* Three credit hours. Six laboratory hour periods per week. Elective as special interest course. A course to enable students better to understand the nature and extent of the industrial arts field. Problems that will occur in the preparation for teaching, and later in actual teaching situations, are given special attention. Opportunity is given to obtain experience in the use of handcraft tools, materials, and operations. Emphasis is placed on student-interest projects.

252. *Shop Procedures.* Three credit hours. Six laboratory periods. Elective as a special interest course. The major purpose of the course is to develop skill in and understanding of how to work creatively with tools and with inexpensive materials easy to obtain. Methods of adapting the work to the school classroom are studied and observed. An opportunity is afforded students to work in actual classroom situations and to develop techniques of working with pupils on art projects.

253. *Woodworking.* Three credit hours. Six laboratory periods. Elective as a special interest course. The student is offered an opportunity to develop skills in bench-work as well as to learn how to care for and use hand woodworking tools. A study is made of woods, materials, and supplies that are applicable to small shops or classroom situations. Processes and techniques in woodworking and finishing, together with the selection of tools and machines in terms of different teaching levels and local conditions, are presented. Individual and group projects are required.

341. *Food Preparation and Service.* Three credit hours. Six laboratory periods a week. Elective for Sophomores and Juniors. This course includes a personal diet study in connection with Health and the selection and cost of food. Table manners and behavior in one's environment as living has to do with social relationships. Room arrangement as a personal background. The care of the personal background and budgeting of it. Dormitory rooms and the Art House are used for laboratory work.

342. *Clothing—Selection, Construction, and Care.* Three credit hours. Six laboratory periods. Elective for sophomores and juniors. This course is designed to develop standards in construction skills and in costume designing.

343. *Household Management and Economics.* Three credit hours. Six laboratory periods a week. Elective for Sophomores and Juniors. This course provides scheduled living in the Art House in groups of four. This experience includes all of the planning and work for a rural home. Clothing designed; patterns made; and garments made, worn, and cared for under these conditions. Complete records kept of plans, household and personal budgets, and evaluations of the experience of living together in a rural home environment.

461. *School and Home Arts for the Elementary Teacher.* Three credit hours. This course concentrates on the organization of art appreciations, skills, and development of materials for use in actual art teaching in the elementary schools of Alabama. The course provides generously for observation of art instruction in the College Laboratory School.

DEPARTMENT OF SCIENCE

DR. FARMER, DR. RUDOLPH

111, 112. *General Zoology.* Six credit hours. Two class periods and one two-hour laboratory period a week. A study of the structure and function of a selected number of lower forms and a more detailed study of a few vertebrate forms. Prerequisites: a year in bology or its equivalent.

Science 113. *General Botany.* Three credit hours. Two class periods and one two-hour laboratory period a week. A study of the biology of

the plant, the structure and function of organs, a survey of the kinds of plants and economic importance, is the work of this course.

131, 132, 133. *Human Biology.* Nine credit hours. Required of freshmen in the Bio-Social Core. The units studied are heredity, eugenics, nutrition, and reproduction: correlated with the other subjects of the core.

*201. *Field Biology.* Three credit hours. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology. The purposes of this course are to give the student a biological knowledge of the common animal life of Alabama, and to teach the conomic importance of this animal life. The field work consists of excursions to typical animal habitats for the purpose of collectng, identifying, and noting ecological conditions. A few specimens are preserved and studied in detail.

*202. *Human Physiology.* Three credit hours. Three class periods with reports and demonstrations per week. Elective for sophomores. The purpose of this course is to give the student a knowledge of the structure, function, and hygiene of the human organs and organ systems, the function of the endocrines, and the interrelationship of the organs.

*203. *Field Botany.* Three credit hours. Two class periods and a field trip per week. Elective for sophomores. This is a course in the taxonomy of the local flora; and it acquaints students with the use of botanical manuals and, to some extent, with plant ecology. Herbarium specimens are collected and mounted.

300. *Parisitology.* Four credit hours. Two class periods and two laboratory periods per week. Elective for juniors. Some slides of pathogenic bacteria will be studied, and emphasis will be placed upon human parasites and their carriers: e. g., the cat, the rat, the dog, and other domestic and wild animals.

303. *Bacteriology.* Two or four credit hours. Two class periods and two laboratory periods a week. A student may take the class work without the laboratory for two hours credit. This course is designed to give the student a practical knowledge of the micro-organisms in his environment. The class work will deal largely with bacteria in relation to disease, foods, agriculture, and industry. In the laboratory the student will have experience in the prepartion of media; pure culture methods; staining and microscopic studies; testing milk and water; and disinfectants. The yeasts and molds will be considered briefly.

361, 362. *Science for the Elementary Teacher.* Six credit hours. Required of students preparing for the B.S. degree in elementary education.

*May have 4 hours.

This is a course in general science which aims to acquaint the student with elementary facts and principles and to develop the ability to direct children in their search for the explanation of things in their environment. The elementary school situation is simulated as far as possible. Laboratory, library, field trips, and observation in the Training School, are used in the work.

211, 212, 213. *General Chemistry.* Nine credit hours. Two class and demonstration hours and one two-hour laboratory period a week. The aim of these courses is to give the student a knowledge of the elements and some of their compounds and the laws and theories underlying chemical reactions.

231, 232, 233. *Man and His Natural Environment.* Required of sophomores in the Core program. Nine credit hours.

341, 342, 343. *General Physics.* Nine credit hours. Two class periods and one two-hour laboratory period a week. Mechanics and heat, magnetism and electricity, sound and light, are the topics studied. A practical application of the principles of the science is made in such matters as the use of energy by machines, electricity as power and light and the devices for its use, sound in its relationship to scale and harmony, and light as it applies to optical instruments and photography.

331. *Geology.* Three credit hours. Elective for juniors and seniors. Underground materials, structure, and recoverable resources will be studied. Common rocks and minerals, field studies, pictures, films, diagrams, geologic and topographic maps will aid in this study. Laboratory hours to be arranged.

351, 352, 353. *General Science.* Continuous through the year. Nine credit hours, three hours each quarter. Two class periods and a double laboratory period a week. Elective as a special interest course. Required of students electing the Science-Mathematics area. Open to juniors and seniors. The purpose of this course is to help the student understand himself and his environment, to practice accurate thinking, and to discover some laws and concepts of science. Emphasis on the scientific method as an exploratory technique will be made throughout the year's work. Consideration of the scientific basis of contemporary civilization and of science in its function of explaining the physcal and biological environment of our changing world, will be given throughout the year's work.

441. *Qualitative Analysis.* Three credit hours. One class period and two two-hour laboratory periods a week. The class discussion deals with the theoretical aspects of the subject. In the laboratory a study of reactions and the detection of unknowns is made. Prerequisite: General Chemistry 211, 212, 213.

442, 443. *Quantitative Analysis.* Six credit hours. Theories and techniques are discussed in class and the analyses of substances by gravimetric, volumetric, and colorimetric methods, are made. Prerequisite: 441.

452, 453. *Organic Chemistry.* Six credit hours. Two class periods and one two-hour laboratory period a week. These courses deal with important organic compounds of the hydrocarbons and carbohydrates with particular emphasis upon foods and textiles. Prerequisite: A year of general chemistry.

LIBRARY DEPARTMENT

MISS CATES, MRS. PARKS

241. *Library Methods.* Three credit hours. Two class periods a week. Five hours of laboratory and practice work a week. Elective for juniors and seniors. Class limited to 15 students per quarter. A course designed primarily for students who may become teacher-librarians in public schools. Special emphasis will be placed on the organization, administration and function of the school library in the modern educational system. Introductory work in selection and ordering of books, supplies, and free and inexpensive material; mechanical prepartion of books; simplified cataloging, classification, and library records. A laboratory fee of one dollar is charged for this course.

REGISTER OF STUDENTS OF SUMMER SESSION, 1944

SENIOR CLASS

Name	*County or State*
Adams, Elma Avis	Houston
Ausley, Myrtle Irene Jackson	Geneva
Bailey, Catherine	Walker
Barlow, Helen	Conecuh
Barr, Wilda	Pike
Blackmon, Ethel	Barbour
Blair, Winifred	Geneva
Botts, Verna M.	Barbour
Braswell, Jessie Floyd	Barbour
Bryan, Bertha Mae	Pike
Campbell, Rebecca	Geneva
Chancey, Frances	Montgomery
Childers, Thelda	Barbour
Clifton, Louise S.	Barbour
Clower, Lola Pearl	Coffee
Cunningham, Annie Berenice	Mobile
Deal, Carolyn Stapleton	Houston
DuBose, Mamie B.	Pike
Ellis, Donie C.	Pike
Fail, Grace	Crenshaw
Fish, Lois Brown	Brown
Freeman, Ruby Gafford	Conecuh
Fuller, Mrs. Ethel Harrell	Pike
Garrison, Fannie Mae	Pike
Gillman, Arthur L.	Florida
Guilford, Grace Crittenden	Pike
Hamm, Evelyn Richards	Geneva
Hammock, Applis	Tallapoosa
Harrod, Willie Dell	Crenshaw
Hartzog, Mrs. Lettie P.	Dale
Henson, Mary G.	Barbour
Hicks, Gladys F.	Pike
Hicks, Rebecca	Henry
Hooks, Esther Chancey	Pike
Hopkins, Vivian Stokes	Henry
Horn, Madie Bayles	Crenshaw
Howard, Jeanette	Pike
Jackson, Mavis Aliene	Geneva
Jensen, Vivian May	Baldwin
Jewell, Marjorie	Baldwin
Johnson, Clyde	Covington
Johnson, Emmie	Geneva
Johnson, Sara Lynn	Dale
Jones, Ethameeta	Geneva
Kelley, Mary	Coffee
Kendrick, Ola Barnes	Coffee
Kimbrough, Carrie	Wilcox
Lacy, Loraine Webb	Geneva
Layton, Billie Swain	Pike
Liger, Anava L.	Pike
Lindsey, Warren L.	Pike
Linn, Elon Estelle	Henry
Lockhart, Willie Mae	Henry
McCullough, Ellen	Coffee
McKenzie, Eva	Florida
McLeod, Evelyn	Montgomery
McRae, Sara Catherine	Barbour
Majors, Betty	Butler
Mallette, Elna Ree	Butler
Mapes, Iris Irena	Montgomery
Mobley, Janie Irene	Henry
Moll, Mrs. Herman	Pike
Montgomery, Clara Thelma	Elmore
Montgomery, Evalena Muir	Elmore
Morris, Mae	Coffee
Moxley, Dannie Hugh	Crenshaw
Mullins, Mary Margaret	Geneva
Nix, Alma	Butler
Nix, Sadie Whetstone	Pike
Nuckolls, Erin B.	Crenshaw
Perryman, Eva Mae	Barbour
Pinkerton, Estelle	Butler
Reddoch, Catherine	Brundidge
Reynolds, Eloise	Macon
Rowe, Vivian Y.	Coffee
Rowe, Zadie	Coffee
Sawyer, Katie	Monroe
Shipman, Mrs. Milton	Pike
Shirah, Sam Curtis	Pike
Sims, Kate Thomas	Coffee
Smart, Ethel S.	Pike
Spurlin, Catherine B.	Coffee
Steele, Sara Everlyn	Covington
Steely, Esther McCartney	Geneva
Tatum, Ruth	Monroe
Thagard, Martha M.	Houston
Thomas, Mary Fenella	Crenshaw
Tillery, Ruth Newberry	Pike
Vickers, Susie Mae	Houston
Ward, Etta M.	Geneva
Ward, Mary McLure	Pike
Weed, Nancy Ola	Dale
Weston, Lillie Horne	Barbour
Whitehurst, Mabel Carolyn	Pike
Wilkes, Annabelle Ammons	Coffee
Wilson, Cornelia Victoria	Crenshaw
Winters, Anna Marie	Wilcox
Young, Beulah Bryan	Coffee

JUNIOR CLASS

Adkinson, Helen Gelene	Dale
Akins, Mildred Lorraine	Fayette
Allen, Clara	Tennessee
Anderson, Mrs. William H.	Russell

Name	*County or State*
Barr, Myra Vivian	Pike
Bass, Sara Frances	Crenshaw
Bass, Martha Anne	Covington
Beasley, Ida Harvin	Houston
Bostick, Annie Lou	Henry
Boyd, Addie Bryan	Barbour
Brown, Wayne T.	Coffee
Butts, Annie Belle	Barbour
Carmichael, Mary Kate	Pike
Cherry, Louise Lee	Dale
Collins, Harold Ray	Geneva
Coplin, Margaret Anne	Covington
Covan, Lucille	Butler
Crawley, Jane	Pike
DeLoach, Doris	Chilton
Dunaway, Xuripha H.	Coffee
Dykes, Mrs. Johnnie Mae	Dale
Eagan, Cornelia Ruth	Pike
Ellis, Dorothy	Coffee
Elmore, Frances	Coffee
Farmer, Thelma C.	Henry
Folmar, Lois Graves	Pike
Freeman, Elizabeth Jordan	New York
Fundaburk, Mary Douglass	Crenshaw
Garrett, Sudye Bertha	Baldwin
Gibson, Nanette	Pike
Gillespie, Tullia Cameron	Houston
Gillis, Pauline	Barbour
Gillman, Bessie Lou	Florida
Goldsby, Louise Reid	Mobile
Golson, Evelyn Merle	Conecuh
Hancock, Mary Merritt	Geneva
Hayes, Lucille Luckie	Butler
Herndon, Ella Frances	Henry
Holley, Olga Marise	Geneva
Hornsby, Marie	Tallapoosa
Howerton, Lois	Henry
Hullett, Vianna Aseneth	Florida
Jaye, Marguerite Odell	Monroe
Johnson, Edna	Houston
Johnson, Myrtle Elizabeth	Georgia
Johnston, Katherine	Crenshaw
Kelley, Agnes Faye	Chilton
Kennedy, Bennie Maude	Pike
Kennedy, Eula S.	Crenshaw
Lambert, Homer	Escambia
Lee, Helen Phillips	Baldwin
McCall, Lillie Mae	Pike
McNair, Marylyn Martha	Pike
Maddox, Louise McCarty	Geneva
Merrill, Mary	Crenshaw
Moll, Muriel Claire	Pike
Morris, Edna W.	Conecuh
Murchison, Annie Mae	Elmore
Nelson, Ruth Sigrid	Mobile
Ogburn, Patricia	Geneva
Ogletree, Anne	Pike
Parker, S. Virginia	Geneva
Peacock, Florrie	Pike
Pelt, Daniel Frederick	Florida
Pelt, Ruby Joseph	Florida
Powell, Sara Lois	Crenshaw
Powell, Madelyn G.	Coffee
Riley, Murrelle Harmon	Henry
Salter, Mary Evelyn	Butler
Sirmon, Wiley	Crenshaw
Stokes, Martha Belle	Coffee
Taylor, Clarabel	Bullock
Taylor, L. C., Jr.	Autauga
Thomas, Emlyn Jean	Dale
Thomas, James Ralph	Elmore
Thompson, Mildred	Butler
Tisdale, Vera Pearl	Crenshaw
Truett, Mrs. Jasper Marvin	Georgia
Turner, Margaret	Florida
Vaughan, Annie L.	Coffee
Ward, Rochelle	Escambia
Waters, Grace	Dale
Watkins, Julia Anna	Coffee
White, Nina Pauline	Escambia
Williams, Ruth Hearn	Mobile
Williamson, Juanita	Bullock
Williamson, Rosa Gregory	Crenshaw
Wilson, Marie	Pike
Wise, Louise Price	Barbour

SOPHOMORE CLASS

Allen, Margaret America	Elmore
Andress, Sara Moody	Pike
Armstrong, Virginia Myers	Dale
Baker, Marie S.	Covington
Barefoot, Estelle L.	Coffee
Beck, Clarabelle Dendy	Crenshaw
Benton, L. Raybon	Dale
Brantley, Mary Esteree	Conecuh
Brogden, Ira Mae	Covington
Bryan, Bertie Hix	Coffee
Canaday, Audrey P.	Pike
Canant, Georgia Kathryn	Montgomery
Carter, Alice Rebecca	Crenshaw
Clark, Annie Ruth	Covington
Clark, Carolyn	Crenshaw
Cobb, Johnnie Watson	Houston
Collins, Ruth F.	Pike
Dale, Bunnie	Wilcox
De Vaughn, Vida Fleming	Florida
Dunn, Sally	Pike
Dupree, Sarah Emily	Macon
Farley, Syble Helen	Covington
Farris, Sara Ellen	Coffee
Fields, Sylvia L.	Conecuh

Name	*County or State*
Folsom, Peggy	Coffee
Foshee, Miriam P.	Covington
Fuqua, M. Helen	Dale
Givens, Annie R.	Houston
Graves, Mary Frances	Pike
Greene, Fannie McQuagge	Pike
Greene, Jane	Pike
Hadley, Annie	Monroe
Hattaway, Emma Frances	Covington
Howard, Le Joyce	Bullock
Hullett, Naoma Louise	Florida
Johnson, Arkey	Coffee
Johnson, Rosalyn	Coffee
Lewis, Sybil Frances	Georgia
Lundberg, Louise J.	Baldwin
McCullough, Louise Joyce	Coffee
Mallette, Mary B.	Butler
Martin, Myrlene	Coffee
Meacham, Jean	Coffee
Moseley, Frances Beatrice	Crenshaw
Pointer, Ida Elizabeth	Pike
Reynolds, Mary Jean	Dale
Rhoades, Nace W.	Coffee
Riddle, Edwin Crosby	Georgia
Riley, Murrelle Harmon	Henry
Roberts, Sara Margaret	Dale
Robinson, Lillian Joan	Pike
Ray, Edith Irene	Autauga
Ruffin, Evyleria	Conecuh
Rushton, Kay Franklin	Crenshaw
Sanders, Annie Frances	Pike
Southerland, Louise	Houston
Spears, Ruby Naomi	Geneva
Starnes, Mary Ellen	Pike
Stine, Mary G.	Baldwin
Talley, Elna Franklin	Crenshaw
Tatum, Blanche	Monroe
Till, Edna	Butler
Veal, Helen Folds	Pike
Weaver, Mary Jane	Conecuh

FRESHMAN CLASS

Avant, Connie Ruth	Geneva
Barlie, Linnie Lee	Geneva
Benton, Marjorie	Baldwin
Bice, Ora Mae	Baldwin
Boutwell, Norma Clyde	Coffee
Bradley, Cecil Edgar	Florida
Brooks, Edna Earl	Coffee
Browder, Johnnie Mae	Conecuh
Chandler, Minnie Lucille	Covington
Childers, Jessie	Barbour
Crawford, Myra Merle	Houston
Crenshaw, Mary Elizabeth	Butler
Danford, Annie Sue	Covington
Davis, Addie Juanita	Geneva
Daye, Annie Ruth	Coffee
Drake, Vadie Faye	Covington
Eastburn, Melba Lou	Baldwin
Emmons, Dovie Mae	Escambia
Fields, Golvia Lee	Conecuh
Ennis, Bera Gullatte	Lee
Findley, Lois Magdalene	Conecuh
Fleming Laurencia	Florida
Flinn, Margaret Kendrick	Crenshaw
Green, Euvella Lavonia	Pike
Grissett, Linda Juanita	Escambia
Hammer, Donald Irwin	Pike
Harper, Helen Kathleen	Conecuh
Harris, Betty Jean	Pike
Harrison, Geraldine	Coffee
Hartzog, Blondell Berry	Dale
Helms, Emma Carolyn	Dale
Hill, Bessie Merle	Marengo
Holaday, Julia Laney	Pike
Holmes, Dorothy	Escambia
Hurd, Vivian Louis	Coffee
Joiner, Dorothy Flake	Pike
Jones, Christine	Elmore
Jones, Mary Josephine	Geneva
Kilcrease, Opal Mae	Coffee
Knowles, Susie	Houston
Lipscomb, Marie I.	Baldwin
Lolley, Mary Sara	Geneva
Lundy, Jean Julia	Escambia
McGowin, Joseph Jackson	Pike
McIntosh, Edna Earl	Geneva
Mallette, Juanita	Covington
Marler, Bertha Mae	Coffee
Martin, Charlene	Geneva
Mason, Sylvia Elizabeth	Covington
Medley, Dorothy	Barbour
Morgan, Yvonne Amelie	Crenshaw
Park, Allie Boswell	Pike
Peterson, Joe	Georgia
Pierce, Dollie Mae	Coffee
Prestwood, Mrs. Marris C.	Covington
Qualls, Rue Nelle	Coffee
Quarles, Betty Burks	Pike
Reynolds, Sarah Virginia	Houston
Richards, Frances	Geneva
Roberson, Mamie Pearl	Conecuh
Ross, Lucille	Barbour
Russell Roy,	Florida
Russell, Sarah Partin	Florida
Scarborough, Fannie Louise	Geneva
Sellers, Curtis Ewell, Jr.	Pike
Smith, Minnie E.	Geneva
Smith, Myrtle	Butler
Sorrels, Doris	Geneva
Southerland, Lois	Houston
Stanford, Lillian McGrary	Wilcox

Name	*County or State*
Stewart, Bonnie Faye	Covington
Stokes, Margaret Ann	Coffee
Stone, Opal	Escambia
Stough, Tommie Jean	Montgomery
Tatum, Frances	Autauga
Thomas, Margaret Oneil	Geneva
Thomas, Ruth Mauzelle	Elmore
Vaughn, Miriam Elizabeth	Coffee
Vickers, John E.	Bullock
Walden, Lucile	Crenshaw
Watson, Virginia	Crenshaw
Weeks, Helen Oree	Geneva
White, Mary Agnes	Conecuh
Wiggins, Mary Claire	Escambia
Williams, Annie Belle	Covington
Williams, Mary Bell	Houston
Wilson, Emma Nell	Coffee
Wilson, Lynne Pearl	Pike
Wilson, Ruby Rose	Crenshaw
Woodham, Alcie Irene	Dale

SPECIALS

Adams, Corra O.	Covington
Brier, Minnie R.	Pike
Edmonson, Maude Lillian	Geneva
Floyd, Willie B.	Russell
Fox, Henry Lamar	Mobile
Garner, Birdie Hill	Dale
Gunter, Mrs. F. C.	Covington
Harris, Dorothy Mae	Pike
Hurt, Gladys Fleming	Monroe
Jackson, Cecilia Lambeth	Mobile
Jackson, Thelma Graves	Escambia
Johnson, Mrs. Pauline M.	Florida
Knight, Mrs. V. C.	Wilcox
McBryde, Elizabeth Farmer	Houston
Neal, Maude	Monroe
Oliver, Charles William	Pike
Stinetorf, Lallage Moore	Coffee
Scarborough, Elizabeth Jolly	Autauga
Williams, Marjorie	Pike

REGISTER OF STUDENTS, 1944-1945

REGULAR SESSION

SENIOR CLASS

Barr, Myra Vivian	Pike
Bass, Sarah Frances	Crenshaw
Carmichael John C.	Crenshaw
Covan, Lucille	Butler
Crawley, Jane	Pike
DeLoach, Doris	Chilton
Eagan, Cornelia Ruth	Pike
Elmore, Frances	Coffee
Ervin, Mrs. Pauline Downs	Autauga
Gibson, Nanette	Pike
Gillis, Pauline	Barbour
Herndon, Ella Frances	Henry
Hopkins, Vivian S.	Henry
Johnson, Reba LaMerle	Dale
Johnson, Sara Lynn	Dale
Lawrence, Clayetta Lee	Butler
Merrill, Mary	Crenshaw
Mobley, Janie Irene	Henry
Paul, Ray Rushton	Pike
Powell, Sara Lois	Crenshaw
Shirah, Sam Curtis	Pike
Sims, Kate T.	Coffee
Smart, Ethel S.	Pike
Thomas, Emlyn Jean	Dale
Thomas, Mary Rufus	Escambia
Ward, Mary McLure	Pike
Wilson, Marie	Pike

JUNIOR CLASS

Allen, Clara	Tennessee
Allen, Margaret America	Elmore
Bass, Martha Anne	Covington
Bates, Lillian Lorraine	Bullock
Bearden, Dorothy McCaskill	Pike
Benton, Louise Raybon	Dale
Bradley, Cecil Edgar	Pike
Brantley, Mary Esteree	Conecuh
Campbell, Elizabeth Paul	Pike
Carter, Alice Rebecca	Crenshaw
Clark, Annie Ruth	Covington
Duncan, Andrew Guy	Crenshaw
Dunn, Sally	Pike
Dupree, Sarah Emily	Macon
Farley, Syble Helen	Covington
Farris, Sara Ellen	Coffee
Fields, Sylvia Lee	Conecuh
Fuqua, Helen	Dale
Gillespie, Tullia Cameron	Houston
Greene, Jane	Pike
Hadley, Annie Charles	Monroe
Howard, LeJoyce	Bullock

Name	County or State
Lehmann, Dorothy Sarah	Baldwin
McCullough, Louise Joyce	Coffee
Mallette, Mary B.	Butler
Pointer, Ida Elizabeth	Pike
Price, Lucy Grimes	Coffee
Reynolds, Mary Jean	Dale
Riley, Martha Lee	Florida
Roberts, Sara Margaret	Dale
Rushton, Kay Franklin	Crenshaw
Sanders, Annie Frances	Pike
Talley, Elna Franklin	Crenshaw
Tatum, Blanche	Monroe

SOPHOMORE CLASS

Armstrong, Virginia Myers	Dale
Benton, Marjorie	Baldwin
Bice, Ora Mae	Baldwin
Brantley, Dorothy	Pike
Canant, Georgia Kathryn	Montgomery
Childers, Jessie	Barbour
Copeland, Lucy Knox	Pike
Crawford, Myra Merle	Houston
Crenshaw, Mary Elizabeth	Butler
Harper, Helen Kathleen	Conecuh
Joiner, Dorothy Flake	Pike
Jones, Christine	Elmore
Lee, Emmett Lloyd	Lowndes
Lipscomb, Marie	Baldwin
Little, Sybil Lewis	Georgia
McGowin, Joseph Jackson	Pike
Moore, Georgia V.	Covington
Nixon, Marion	Pike
Shirah, Rebecca Joy	Florida
Southerland, Lois	Houston
Starnes, Mary Ellen	Pike
Till, Edna	Butler
Varghan, Miriam Elizabeth	Coffee
Wilson, Emma Nell	Coffee
Wilson, Ruby Rose	Crenshaw

FRESHMAN CLASS

Allen, Mary Alma	Tennessee
Beasley, Dorothy Jean	Pike
Bowers, Frances Marion	Pike
Burks, Marilyn	Pike
Bush, Martha Claire	Tallapoosa
Commander, Ruby Charles	Florida
Cowart, Marion Eugenia	Pike
Cox, Ruth	Baldwin
Crittenden, Zack	Pike
Dorough, Louise	Coffee
Duncan, Lehman Massey	Tallapoosa
Fallin, Mary Eleanor	Georgia
Fields, Golvia Lee	Conecuh
Findley, Lois Magdalene	Conecuh
Flinn, Margaret Kendrick	Crenshaw
Folmar, Carolyn Roberta	Pike
Forster, Minerva Grace	Baldwin
Fortner, Lucy Elizabeth	Autauga
Franklin, Mary Virginia	Crenshaw
Glass, Dorothy Hilda	Houston
Graves, Marjorie Missouri	Pike
Green, Evuella Lavonia	Pike
Griffin, Mary Frances	Chilton
Hall, Mary Hilda	Pike
Hardy, Kathryne Farris	Coffee
Hodges, Lois Kathryn	Houston
Holley, Kathryn Frances	Coffee
Howard, Dot Medley	Barbour
Hutchison, Sarah	Butler
Jacobs, Dorothy	Coffee
Jernigan, Ruth Montine	Houston
Lawrence, Kathryn Frances	Florida
Majors, Evelyn	Florida
Marchman, Fay Laverne	Dale
Mason, Donna Moore	Crenshaw
Moore, Jean Ophelia	Crenshaw
Moseley, Joyce Bernice	Mobile
Myers, Jeanette Edna	Dale
Pittman, Dorothy Sue	Coffee
Raber, Mary Alvina	Baldwin
Raley, Lucille	Pike
Richards, Frances	Geneva
Riebeling, Kathryn Jeann	Baldwin
Robertson, Betty	Pike
Ross, Gaynell	Baldwin
Salter, Fanny Lucille	Butler
Sammon, Chapin Raymond	Geneva
Spencer, Martha Gail	Jefferson
Stough, Tommie Jean	Montgomery
Taylor, Frances	Coffee
Tyler, Mary Rubye	Pike
Walden, Lucile	Crenshaw
Warr, Doris Eugenia	Barbour
Weaver, Irma Giscene	Dale
White, Dorothy Madge	Pike
White, Mary Agnes	Conecuh
Wilkinson, Peggy Joyce	Barbour
Woodham, Alice Irene	Dale

SPECIALS

Middlebrooks, Billy Frank	Pike
Munoz, Gilberto	Honduras
Pena, Rafael	Honduras
Pena, Richard Alfonso	Honduras
Rose, Martha Kern	Pike
Stinetorf, Lallage Moore	Coffee

SUMMARY OF ENROLLMENT, 1944-1945

SUMMER QUARTER, 1944

Freshmen		90
Sophomores		64
Juniors		89
Seniors		98
Specials		19
Men	21	
Women	339	
Total		360

REGULAR SESSION, 1944-1945

Freshmen		58
Sophomores		25
Juniors		34
Seniors		27
Specials		6
Men	14	
Women	136	
Total		150
Total in Summer Quarter and Regular Session		510
Extension Classes (Including duplicates)		114
Laboratory School, Summer Quarter and Regular Session		547
Total		1171
Duplicates		78
GRAND TOTAL		1093

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STATE TEACHERS

College

TROY, ALABAMA

1946-1947

BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXXIII July, 1946 Number I

Member
The Southern Association of Colleges
And Secondary Schools
The American Association of Teachers Colleges
The Association of Alabama Colleges

ANNOUNCEMENTS
1946-1947

The Sixtieth Year

Published quarterly by Alabama State Teachers College, Troy, Alabama. Entered as Second-Class Matter at the Post Office at Troy Alabama, under Act of March 12, 1914.

CALENDAR

FALL QUARTER, 1946

SEPTEMBER	8	Sunday. Dormitory Opens.
SEPTEMBER	9	Monday. Orientation and registration of all students.
SEPTEMBER	10	Tuesday. Class work begins.
OCTOBER	21	Monday. Last day for registration for a half-quarter's credit.
NOVEMBER	28	Thursday. Thanksgiving holiday.
NOVEMBER	30	Saturday. Close of Fall Quarter.

WINTER QUARTER, 1946-47

DECEMBER	2	Monday. Registration and beginning of class work.
DECEMBER	19	Thursday. Christmas holidays begin.
DECEMBER	30	Monday. Class work resumes.
JANUARY	20	Monday. Registration for a half-quarter's credit.
MARCH	1	Saturday. Close of Winter Quarter.

SPRING QUARTER, 1947

MARCH	3	Registration and beginning of class work.
APRIL	14	Monday. Registration for a half-quarter's credit. Registration for special spring session.
MAY	23	Friday. Close of Spring Quarter.

SUMMER QUARTER, 1947

JUNE	2	Monday. Registration.
JUNE	3	Tuesday. Class work begins.
JULY	8	Tuesday. Close of the first session of the Summer Quarter.
JULY	9	Wednesday. Registration for the second session of the Summer Quarter, beginning of class work.
AUGUST	15	Graduation exercises, 10:00 A. M. Close of Summer Quarter.

Classes will meet on the following Saturdays:
June 7, 21; July 5, 19; August 2.

Students entering after class work begins must pay an extra fee of $2.00 for late registration.

STATE BOARD OF EDUCATION

Governor CHAUNCEY SPARKS, *President,* Montgomery, Alabama

Name	*Address*	*Congressional District*	*Term Expires*
C. M. A. ROGERS	Mobile	First	1949
EARL MCGOWIN	Chapman	Second	1947
H. L. UPSHAW	Eufaula	Third	1949
HARRY M. AYERS	Anniston	Fourth	1951
JOE STARNES	Guntersville	Fifth	1949
L. H. ELLIS	Columbiana	Sixth	1951
DR. J. S. WITTMEIER	Oneonta	Seventh	1947
A. H. CARMICHAEL	Tuscumbia	Eighth	1947
DONALD COMER	Birmingham	Ninth	1949

Superintendent E. B. NORTON, *Secretary and Executive Officer,* Montgomery, Alabama

OFFICERS OF ADMINISTRATION

CHARLES BUNYAN SMITH, ED.D. ..... *President*
LEVERT D. BYNUM, M.A. ..... *Treasurer*
R. H. ERVIN, ED.D. ..... *Registrar*
MRS. LUCILE BLAN SAWTELL, B.PH. ..... *Associate Registrar*
THELMA KATHLEEN CATES, B.A., B.S.L.S. ..... *Librarian*
TOY L. MCGEHEE, B.S. ..... *Dietitian*
AUXFORD S. SARTAIN, M.A. ..... *Dean of Men*
LUCILLE MARGARET GARRETT, M.A. ..... *Dean of Women*
MARY E. RICH, R.N. ..... *College Nurse*
JAMES O. COLLEY, M.D. ..... *College Physician*
MRS. ANNETTE S. PARKS, B.S. ..... *Librarian and Secretary of Laboratory Training School*
MRS. MARTHA K. ROSE ..... *Secretary*

FACULTY

CHARLES BUNYAN SMITH, B.S., M.A., ED.D.
President
B.S., George Peabody College for Teachers, 1922, M.A., 1927; Ed.D., Teachers College, Columbia University, 1940; President, State Teachers College, Troy, 1937—

MARIE REBECCA ALLEN, B.S., M.A.
Art
B.S., University of Alabama, 1939; M.A., George Peabody College for Teachers, 1943; University of Chicago and Chicago Art Institute, summers of 1936 and 1939; State Teachers College, Troy, 1945—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History
Graduate, Troy State Normal College, 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

EMILY SINCLAIR CALCOTT, B.S., M.S., PH.D.
Assistant in English
B.S., State Teachers College, Farmville, Va., 1924; M.S., University of Virginia, 1928, Ph.D., University of Virginia, 1931; State Teachers College, Troy, 1934—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian
B.A., in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

ALBERT E. CHOATE, B.S.
Health and Physical Education for Men
Superintendent of Buildings and Grounds
B.S.. East Tennessee Teachers College, 1926; Graduate Student, University of North Carolina, 1927; George Peabody College for Teachers, 1928; Alabama Polytechnic Institute, 1931, 1936; Northwestern University Coaching School, 1937; Louisiana State University, summer 1939, 1940; State Teachers College, Troy, 1937—

VIRGIL LEE COLLINS, B.S., M.A.
Mathematics
B.S., George Peabody College for Teachers, 1925; M.A., University of Alabama, 1940; five quarters additional graduate work toward doctorate, George Peabody College for Teachers; State Teachers College, Troy, 1946—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

ROBERT HUGH ERVIN, B.A., M.A., ED.D.
Psychology
B.A., University of Virginia, 1918; M.A., 1920, M.Ed., 1923, Ed.D., 1929, Harvard University; State Teachers College, Troy, 1931—

CURREN ADAMS FARMER, B.S., M.A.
Health and Physical Education for Men
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

CURREN MONROE FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College, 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

LAURENSON FORRESTER, B.S., M.A.
Health and Physical Education for Women
B.S., Peabody College, 1926, M.A., 1933; State Teachers College, Troy, 1933—

LUCILLE MARGARET GARRETT, B.S., M.A.
Dean of Women
B.S., Alabama Polytechnic Institute, 1931; M.A., Teachers College, Columbia University, 1944; further work at Iowa State College; State Teachers College, Troy, 1945—

LORAINE ESTELLE HAMIL, B.PH., M.PH., B.S., M.A.
Third Grade Critic Teacher
B.Ph., Troy State Normal College, 1896, M.Ph., 1898; B.S., Peabody College, 1921; M.A., University of Alabama, 1936; State Teachers College, Troy, 1905—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S., Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

EMMETT KILPATRICK B.A., M.A., DOCTEUR ES-LETTRES
French
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

ISABELLE CAPERS LANEY, B.S.
Sixth Grade Critic Teacher
B.S., Troy State Teachers College, 1940; State Teachers College, Troy, 1945-1946.

FLORENCE OLIVIA LEE, B.A., M.A.
First Grade Critic Teacher
Graduate, St. Mary's Episcopal College, Raleigh, N.C.; B.A., Alabama College, Montevallo, 1936; M.A., Teachers College, Columbia University, 1941; State Teachers College, Troy, 1938—

MARY F. McCARTHY, B.S., M.A.
Sixth Grade Critic Teacher
Graduate, Columbus, Ohio, Normal School, 1921; B.S., in Education, Ohio State University, 1924; M.A., Ohio State University, 1925; Student, University of Marburg, Germany, Winter Term, 1931-32; Student, Columbia University, 1932-1933; State Teachers College, Troy, 1936—

MARY VIC MAUK, B.S., M.A.
Music
B.S., Troy State Teachers College, 1932; M.A., University of Chicago, 1933; M.A., in Music Education, Teachers College, Columbia University, 1944; State Teachers College, Troy, 1931-1939, 1945—

LILLIAN PATRICK MINOR, B.S., M.A., PH.D.
Director of Laboratory Training School
B.S., State Teachers College, Farmville, Virginia, 1927; M.A., Teachers College, Columbia University, 1932; Ph.D., George Peabody College for Teachers, 1939; State Teachers College, Troy, 1945—

ESTHER MURPHY, B.S.
Sixth Grade Critic Teacher
State Teachers College, Troy, Alabama; B.S., Alabama Polytechnic Institute; State Teachers College, Troy, 1943—

ANNETTE SHACKELFORD PARKS, B.S.
Assistant Librarian
B.S., Troy State Teachers College, 1942; State Teachers College, Troy, 1943—

RICHARD CONNELLEY PECK, B.A., M.A., PH.D.
English
B.A., Park College, 1935; M.A., George Peabody College for Teachers, 1936, Ph.D., 1942; State Teachers College, Troy, 1940—

LAWRENCE L. PETERSON, B.E., M.S.
Music
B.E., State Teachers College, Moorhead, Minnesota, 1935; Graduate Student, State Teachers College, Moorhead, 1935-36; Concordia College Conservatory of Music, Fargo, N. D., 1936-37; University of Southern California, 1938-39; Summer Sessions, 1938, 1939, 1940; M.S., University of Southern California, 1941; State Teachers College, Troy, 1939—

TRUMAN M. PIERCE, B.A., M.A.
Education
B.A., Piedmont College, 1926; M.A., University of Alabama, 1938; Doctoral candidacy, Teachers College, Columbia University; Troy State Teachers College, 1946—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of N.C., 1930-31; State Teachers College, Troy, 1919—

MYRA SEGARS, B.PH., B.S., M.A.
Mathematics
B.Ph., Troy State Normal College, 1900; B.S., Teachers College, Columbia University, 1923, M.A., 1929; State Teachers College, Troy, 1915—

INDIE LOWRY SINCLAIR, B.S., M.A.,
Health and Physical Education for Women
B.S., Mary Washington College, 1925; M.A., New York University, 1938; summer at the University of Virginia; State Teachers College, Troy, 1945-46—

OPHELIA SMITH, B.S.
Fourth Grade Critic Teacher
B.S , State Teachers College, Florence; George Peabody College for Teachers; State Teachers College, Troy, 1943—

L. LEMAR STEPHAN, B.S., PH.M.
Geography
B.S., Western Kentucky State Teachers College, Bowling Green, 1932; Ph.M. in Geography, University of Wisconsin, Madison, 1933; further graduate study, Clark University, Worcester, Mass.; State Teachers College, Troy, 1941—

LENICE EVELYN STEPHAN, B.A., M.A.
Special Assistant in History and English
B.A., Alabama College, 1933; M.A., Peabody College, 1935; State Teachers College, Troy, 1945-46.

HARRIETTE STRIPLING, B.A., M.A.
Foreign Languages
B.A., Alabama College, 1936; M.A., Duke University, 1941; further study at Rocky Mountain School of Languages and the University of North Carolina; State Teachers College, Troy, 1945-46.

MARY RUFUS THOMAS, B.S.
Personnel Assistant
B.S., Troy State Teachers College, 1945; State Teachers College, Troy, 1945—

VIOLET GROSS ERVIN, B.A., MUS.B.
Piano (Private)
B.A., Tennessee College and Diploma in Piano, 1916; Mus.B., Chicago Musical College, 1926; Graduate study, George Peabody College for Teachers, two quarters; Private teacher of Piano, State Teachers College, Troy, 1941—

Additional professors and instructors to be appointed.

STANDING COMMITTEES OF THE FACULTY, 1946-1947

ADMISSIONS, CLASSIFICATION AND CREDITS: Dr. Ervin, Chairman; Miss Segars, Mrs. Sawtell, Dr. Peck.

DISCIPLINE: Mr. Sartain, Chairman; Miss Garrett, Mr. Choate, and President of Student Body.

SCHEDULES: Miss Cates, Chairman; Miss Garrett, Mr. C. A. Farmer.

ATHLETICS: Dr. Peck, Chairman; Mr. Farmer, Miss Forrester, Mr. Choate.

PLACEMENT: Dr. Ervin, Chairman; Miss Hamil, Miss Murphy, Miss Allen, Dr. Minor.

ANNUAL HOME COMING: Mr. Sartain, Chairman; Miss Segars, Miss Hamil, Dr. C. M. Farmer.

ALUMNI RECORDS: Mrs. Bynum, Chairman; Mrs. Sawtell, Miss Thomas.

PUBLICITY: Dr. Ervin, Chairman; Dr. C. M. Farmer, Mrs. Sawtell.

COLLEGE PUBLICATIONS: Dr. Ervin, Chairman; Dr. Calcott, Dr. Kilpatrick, Miss Mauk.

ASSEMBLY PROGRAMS: Dr. Ervin, Chairman; Dr. Calcott, Dr. Kilpatrick, Mr. Peterson.

HEALTH: Miss Forrester, Chairman; Dr. Colley, Miss Rich.

CURRICULUM AND INSTRUCTION: Dr. Ervin, Miss Cates, Miss Garrett, Dr. Minor, Dr. Peck..

ANNUAL ALUMNI LUNCHEON AT STATE AEA. MEETING: Miss Garrett, Chairman; Mr. Sartain, Mrs. Rose.

COMMENCEMENT PROGRAMS: Dr. Ervin, Chairman; Miss Garrett, Mr. Peterson.

GUIDANCE AND STUDENT PERSONNEL: Miss Garrett, Chairman; Dr. Ervin, Mr. Sartain, Miss Forrester, Dr. Minor.

ARTS PROGRAMS: Dr. Ervin, Chairman; Miss Garrett, Dr. Calcott, Mr. Stephan.

STUDENT AFFAIRS: Miss Garrett, Chairman; Mr. Sartain, Miss Forrester, Mr. Stephan.

EVALUATION AND MEASUREMENT: Dr. Ervin, Chairman; Miss Ingram, Miss Garrett, Miss Elder, Miss Lee, Dr. Calcott, Miss Smith, Mr. Sartain, Dr. Minor.

*The President of the College is ex-officio member of all committees.

General Information

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has the excellent health and entertainment facilities, paved streets, and conveniences of a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The many social, church, and school organizations furnish frequent wholesome and instructive entertainment; and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are four college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, and the Health and Physical Education Building, Wright Hall.

Kilby Hall is a one-story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beautiful open court which encloses four large trees and in which is a concrete stage for open air entertainments.

Bibb Graves Hall, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the colonial style of architecture; and, for the present, it houses not only the classrooms, but

the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

SHACKELFORD HALL is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through—an ideal retreat for the girls who reside on the campus.

EDGAR M. WRIGHT HALL is the Health and Physical Education Building, equipped for basketball and other sports, has just been completed. The building is a handsome, two-story structure of colonial architectural style.

Plans for an additional dormitory and other buildings are projected for 1946.

THE SWIMMING POOL. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

GOLF COURSE AND SCENIC DRIVEWAY. A golf course covering many acres of ground, with nine holes and with a par score of 32, is an important campus feature. Students are admitted to the course free and town people pay a small fee. A scenic driveway and a lagoon of several acres furnish other attractive features for recreational life and for instruction in the field sciences.

THE LIBRARY

THELMA K. CATES, Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program of the institution. This work is supplemented by instruction in the use of the materials in the Library and reading rooms of the Laboratory School housed in Kilby Hall.

The Library book collection now numbers nearly 25,000 volumes; and the periodical list includes 150 magazines. The Library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms.

THE INFIRMARY

JAMES O. COLLEY, JR., M.D., Physician

MARY E. RICH, R.N., College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the College physician, and it is equipped with modern hospital furnishings. Students are well cared for in every particular.

THE COLLEGE SUPPLY STORE

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold. The Store is a recreation center in after-school hours where students gather for refreshment and for a good social time.

THE LABORATORY TRAINING SCHOOL

The Laboratory School is our laboratory school for training teachers for Alabama. The Laboratory School for teachers accepts a large responsibility to Alabama children and to the teacher training program of the State. We are meeting this responsibility by making an intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children includes special work in music, art, and physical education with the assistance of College instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The art work is adequate. The children use many mediums of expression. The physical education work is placing emphasis on the natural development of children. The work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

DEPARTMENT OF FIELD SERVICE

The Department of Field Service of Troy State Teachers College is offering two types of educational service to the teachers of Alabama. First, the usual academic offerings as described in the Catalogue are being made available to all teachers who desire college credit by extension courses.

Second, field service courses are offered in connection with county and city programs for the improvement of instruction. This service is being emphasized in an effort to promote the State Program of Curriculum Study and Development.

Credit for this work is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to recommend teachers to suitable positions.

THE COLLEGE GUIDANCE PROGRAM

Freshman young men and young women at the Troy State Teachers College receive close, thorough, and sympathetic guidance. Each student works under the constant guidance and counselling of his faculty adviser, with whom he must have several hours of instruction and counselling every week, in the Freshman Program of studies recommended for all incoming freshman students. Faculty members and upper classmen at

"Troy" have established a strong tradition of friendliness in their helpful attitude toward seeing to it that every freshman gets the very best start possible on his college career. It is the belief here that an excellent start in college life means that the student is at least half-way in his progress toward real success.

STUDENT ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at "Troy" through organized activities. Students are encouraged to participate actively in those which will promote their personal growth and development, and which help them to make their best contributions to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus.

> The purpose of this organization is to provide opportunities for the practice of good citizenship; to promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.

Officers for 1945-1946:

President ..... Guy Duncan
Vice-President ..... Lorraine Bates
Secretary ..... Ida Pointer

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

THE SOCIAL COMMITTEE

The Social Committee is composed of a chairman and seven committee members. Their object is to promote social activity and entertainment for the students. Because of war-time conditions the Social Committee is

at present replacing the Pan-Hellenic Council and the social sororities and fraternities which formerly operated on the campus.

INTERNATIONAL RELATIONS CLUB

The International Relations Club exists for the purpose of stimulating intelligent interest in international affairs.

It consists of two groups—senior members and junior members. To become eligible for senior membership one must possess an average of 85 or above for three consecutive quarters and show qualities of leadership, character, and interest in international affairs. Junior members must have attended this College for at least one quarter and show interest in international affairs.

This club sponsors a well-rounded library of books on current topics donated by the Carnegie Endowment Fund. Each month it receives a news summary of national and international events. Other worthwhile activities that the club sponsors are exhibits, educational forums, addresses by noted speakers, and an annual banquet.

GEOGRAPHY AND CONSERVATION COUNCIL

The Troy Geography and Conservation Council was established in 1939 for the purpose of promoting geographic study. A grove of tung oil trees has been planted on the campus as a project of the Council. The collection of maps and materials is another continuing project of the group.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the Library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

THE RELIGIOUS COUNCIL

The Students Religious Council is an organization open to all students of any denomination. It was organized in 1943 to promote religious activities on the campus and to coordinate the efforts of the young people's organizations of the different churches in Troy. The Council is responsible for devotional services held in Shackelford Hall.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, etc. The "Troy" W. A. A. is a member of the National Athletic Association.

CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality.

Speakers representing many fields of interest and knowledge are presented on the weekly Assembly programs.

EXPENSES

Board in Dormitories—$75.75 per quarter, or $25.25 per month, payable in advance.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$3.00 per quarter. This fee is paid by all students at the beginning of the quarter, and is not subject to refund.

Deficiency Examination Fee—A fee of $1.00 is charged for each deficiency examination.

Laboratory Fee—A fee of $1.00 is charged for each three-hour course in a laboratory science.

Diploma Fee—All degree graduates pay a fee of $10.00.

Out of State Fee—Students residing in other states must either sign an obligation to teach two years in Alabama or pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property.

*ROOM AND BOARD FOR WOMEN

The State Teachers College is provided with a well equipped, modern dormitory for women, and the rates for accommodations are as follows:

For one quarter of three months, see Expenses. This includes room, heat, lights, and table board. Irons for use in the dormitory must be furnished by the student. A deposit of 50 cents is required for room key, and it is refunded when the key is returned to the dormitory office.

Students withdrawing for unavoidable reasons have the unused part of the board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund the following rates are charged for board: For a month, $25.25; for a single room without roommate, $29.25; for less than a month and more than a week, $7.00 a week; for less than a week, $1.50 per day. No deductions are allowed for absence of a shorter time than two weeks, and then the ab-

*Rates for board are subject to advance with increase in the cost of food.

sence must be for providential cause. Students entering late but receiving credit for a full quarter's work must pay the entire quarter's expenses.

No room is reserved until the reservation fee of $1.00 has been paid to the Treasurer of the College. This $1.00 is credited upon the first month's board.

All boarding students, whether in town or in the dormitories, are subject to the same general regulations, and no student is permitted to board where these regulations are not adopted and maintained as the law of the house.

Students should furnish for room use a cover for couch bed, two pillow cases, four sheets, blankets or comforts, clothes bag, and six towels. All bedding should be for single beds. For dining room use, students are required to supply six napkins. All linens should be plainly marked with the student's name.

ROOM AND BOARD FOR MEN

A maximum of fifty young men can be accommodated in the men's dormitories on the campus at a room rental of $2.50 per month. Men may secure table board at the Shackelford Hall dining room at $23.50 per month, subject to an advance in price with the increase in the cost of food.

Also, in the residences of Troy men students may find boarding and rooming accommodations suited to their varying needs, tastes, and purses.

All rooming and boarding places patronized by students are under the supervision of the College authorities.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges in Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and

conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusements is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky, or President C. B. Smith, Troy, Alabama, for full information. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs.

Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Memorial loan funds for assistance to superior students have been established by friends in honor of: Dr. F. J. Cowart, Dr. E. M. Wright, Mr. J. C. Foshee, and Mrs. Wyche G. Pruett.

Loan funds have been established also by the Alabama Federation of Women's Clubs, the "Troy" Women's Athletic Association, the Geneva Athenaeum Club, the Birmingham News, and the Geographic Study Club of Troy. Applications for assistance from these funds may be made to the College Treasurer, who will file each application with the proper official in charge of each respective fund.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Board should be engaged as early as possible. Reservations for board in Shackelford Hall should be made by sending $1.00 to the Secretary of the College.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

TEACHERS' CERTIFICATES

The courses of study described in this catalog have been approved by the State Board of Education for the training of elementary and secondary teachers in Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below.

A Limited Elementary Professional Certificate may be issued to a person who has not previously held a regular Alabama teacher's certificate and who completes prior to September 1, 1945 four quarters of a curriculum approved for the training of elementary teachers. The applicant must complete a minimum of nine quarter hours of credit in professional elementary education, three hours of which must be in directed teaching in the elementary grades.

This certificate is valid for a period of one year and may be continued for a period of one year from date of lapse upon the completion by the holder of a minimum of fifteen quarter hours of credit earned in residence at an institution approved for the training of elementary teachers by September 1 next following the date of expiration of the certificate. If this certificate is allowed to lapse it cannot under any conditions be reinstated.

A Class C Elementary Professional Certificate may be issued to a person who has completed the three years of work prescribed by the State Board of Education for this certificate.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A Class B Elementary Professional certificate may be issued to a person who has graduated with a bachelor's degree in a curriculum approved for the training of elementary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades, as conditions may require.

A Class B Secondary Professional Certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of secondary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach the subjects named on its face, and other high-school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

REQUIREMENTS FOR THE CLASS C ELEMENTARY PROFESSIONAL CERTIFICATE

Effective September 1, 1946

Subject	*Quarter Hours*
Education and Psychology	30
English and Literature	18
Social Studies	12
Geography	6
Science—Biology, Physical Science	15

Health, Physical Education	6
Applied Mathematics	3
Music	6
Arts	6
Special Interest Courses	27
Contributing Courses	15
From: English 361; Social Studies 361; History 444; American History; Science 361-362; Art 461; Music 461; Phys. Education 361.	
Total Hours	144

Note: 146 to 156 hours are required for people entering before June, 1942.

REQUIREMENTS FOR THE B.S. DEGREE IN ELEMENTARY EDUCATION AND THE CLASS B ELEMENTARY PROFESSIONAL CERTIFICATE

Subject	*Quarter Hours*
Education and Psychology	48—or 45 if 9 hours Geography credit.
English	21
History and Social Studies	21
Science (Biology, Physical Science, Sc. 361-362)	21
Geography	6 or 9
Health and Physical Education	12
Music, Rhythm	9
Arts	9
Applied Mathematics	3
Special Interests and Electives	42
Total	192

ENTRANCE REQUIREMENTS

1. *Admission by Certificate.* An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. *Admission by Certificate and Examination.* An applicant from an unaccredited high school who presents a satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. *Admission by Examination.* An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. *Admission as Special Students.* Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. *Admission with Advanced Standing.* Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

ADMISSION OF WAR VETERANS

Any Veteran may be admitted as a special student. Advanced standing for training and study during the War will be allowed according to the standards adopted by the Alabama State Teachers Colleges and recommended by the American Council on Education. Every consideration con-

sistent with an honest administration of college work and instruction, will be shown to all Service men and women.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with 48 hours of credit are classified as sophomores: those with 96 hours are classified as juniors; and those with 144 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load of 16 hours. Only students who have made an average grade of B on their previous quarter's work will be permitted to take extra hours of instruction.

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load. The normal load is sixteen hours.

Students enrolling one week after class work begins have their load reduced for that quarter unless during their last quarter in college they made an average grade of B. Those entering as late as the beginning of the third week must take three hours less than the normal load; and if any wish to enroll still later, they are limited to credit for a half-quarter. Students are not permitted late enrollment beyond one day on a half-quarter of work.

The minimum load for any student is considered to be twelve hours for the quarter except by special permission.

Persons living near the college who wish to register for one or two courses for which they are qualified to enter may register as part-time students upon application to the registrar.

A student withdrawing is entitled to no credit unless the registrar has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

* GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree from a state teachers college must satisfy the following conditions:

1. No student will be permitted to graduate with less than three-quarters of full-time residence work, one of which must be the quarter next preceding the awarding of the degree.
2. Not more than one-fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.
3. No student will be graduated who has not completed at least 90 clock hours of supervised (or directed) teaching under conditions that have been approved by the State Department of Education.

*See pages 24 and 25 of Catalog dated July 1, 1941 for summary of credit-hours required for students entering college prior to September of 1940.

COURSE SUMMARY FOR B.S. DEGREE

FRESHMAN YEAR

Course No. and Title	Credit Hours
131, 132, 133. *Bio-Social Development of the Individual* .... (Human Biology (9); Health and Physical Education (3); Psychology (3); Problems of Modern Society (6).)	21
131, 132, 133. *The Arts in Individual Development* ..... (Literature, including drama (3); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	9
111, 112, 113. *Service Course in English*	9
Special Interest Course (Elective)	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* ..... (Physical Science (6); Geography (3).)	9
231, 232, 233. *Regional and National Socio-Economic Problems* ..... (Social Studies (6); Geography (3); Social Psychology (3).)	12
231, 232, 233. *The Arts in Contemporary Society* ..... (Literature, including Drama (6); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	12
231. *Applied Mathematics*	3
Physical and Health Education (Elective) ..	3
Special Interest Course (Elective)	9
Total	48

ELEMENTARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region* ..... (Human growth and development (6); educational psychology (3).)	9

Educ. 371, 372, 373.	*Elementary Education Seminar and Student Teaching*	15
	(Orientation to teaching (3); selection and organization of instructional materials (6); directed teaching (6).)	
Educ. 431, 432, 433.	*Social and Philosophic Foundations of Education*	9
	(History of education (3); principles of education (3); social philosophy (3).)	
Educ. 471, 472, 473.	*Elementary Education Seminar and Student Teaching*	9
	(Child guidance (3); administration and supervision of instruction (3); directed teaching (3).)	
Eng. 361.	*Literature for the Elementary Teacher*	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3
Sc. 361-362.	*Science for the Elementary Teacher*	6
Music 461.	*Music for the Elementary Teacher*	3
Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
Electives from either professional or non-professional courses		6
Special Interest Courses (Elective)		18
	Total	96

SECONDARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title	Credit Hours
Psy. 331, 332, 333. *Child Development in the Community and Region*	9
(Human growth and development (6); educational psychology (3).)	
Educ. 381, 382, 383. *Secondary Education Seminar and Student Teaching*	9
(Materials and methods in the area of specialization or in the core program (6); directed teaching (3).)	
Educ. 431, 432, 433. *Social and Philosophic Foundations of Education*	9
(History of Education (3); principles of education (3); social philosophy (3).)	
Educ. 481, 482, 483. *Secondary Education Seminar and Student Teaching*	15
(Pupil guidance (3); selection and organization of instructional materials (3); administration and supervision of instruction (3); directed teaching (6).)	
English-Social Studies Area	
English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18
OR	
Science-Mathematics Area	
Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18
OR	
English-Business Education Area	
English	18
Business Education	36
Total	96

(Supplementary Requirements for Graduation)

The requirements for the B.S. degree for students entering on or after June 1, 1942, are 192 quarter hours.

A student may take a maximum of 20 hours per quarter, provided he has attained a B average in the preceding quarter.

Students who have completed a portion of the work for a degree prior to June 1, 1942, will have the amount of work required for graduation adjusted in terms of the prescribed load at the time the student entered. For example:

a. Persons who entered between September, 1940 and June, 1942, and have attended one quarter, will be required to complete 194 quarter hours.
b. Persons who entered between September, 1940 and June, 1942, and have attended two quarters, will be required to complete 196 quarter hours.
c. Persons who entered between September, 1940 and June, 1942, and have attended three quarters, will be required to complete 198 quarter hours.
d. Persons who entered between September, 1940 and June, 1942, and have attended four quarters, will be required to complete 200 quarter hours.
e. Persons who entered between September, 1940 and June, 1942 and have attended five quarters, will be required to complete 202 quarter hours.
f. Persons who entered between September, 1940 and June, 1942 and have attended six quarters, will be required to complete 204 quarter hours.
g. Persons who entered before September, 1940 may graduate, until 1946, under the requirements in effect at the time they entered (with certain modifications).

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D for freshman and sophomore courses, and C for junior and senior courses.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

The Curriculum

The College curriculum is based on the educational needs and objectives of the state system of public education. An analysis of these needs and objectives presents a demand for teachers who are qualified to guide students in the meeting of problems of living that are both individual and social in nature. The teacher should have a dynamic and integrated personality. He should have a broad concept of the meaning of democracy and the duty of each individual to contribute to democratic, social, and political life. A teacher should be able to lead his students into an intelligent understanding of the socio-economic needs and potentialities of present day society in Alabama and in the nation. He should be competent to exercise effective leadership in community life. The effective teacher must have a sympathetic understanding of children, and a sufficiently broad cultural background to enable him to guide his students into full and effective living in our democratic society.

The outstanding features of the curriculum are:

(1) It provides a uniform program during the first two years for students preparing to teach in either the elementary or secondary field.

(2) The curriculum provides general education core courses in the first two years and also makes provision for special needs and interests.

(3) Professional education in both the elementary and secondary fields is provided in the educational core courses in the junior and senior years.

(4) In the junior and senior years provision is made for further specialization in areas of major interest and concentration.

(5) Much consideration is given to the fact that campus living is an integral part of the student's education.

The program includes five related bodies of instructional and educative experience.

1. General Education Core
   (for freshmen and sophomores)
2. Special Needs and Interests
3. Professional Education
   (for juniors and seniors)
4. Courses in Area Specialization
   (for juniors and seniors)
5. Campus Living

GENERAL EDUCATION CORE

The term, General Education Core, is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

FRESHMAN YEAR

131, 132, 133. *Individual Development* ..... 30 hours
Bio-Social Development of the Individual
The Arts in Individual Development

SOPHOMORE YEAR

231, 232, 233. *The Individual and His Environment* ..... 33 hours
Man and His Natural Environment
Regional and National Socio-Economic Problems
The Arts in Contemporary Society

SPECIAL NEEDS AND INTERESTS

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading, is made. A program is then planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in activities of special interest to them which will contribute to their total development, e.g., activities offered in the following: chorus, band, ensemble music making, orchestra, plastic and graphic arts, school paper, drama, dance, sports, et cetera.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

FRESHMAN AND SOPHOMORE

Science
Geography
History
Art
Music
Literature
Mathematics
Foreign Language
Physical Education

Written and Oral English. All freshman students carry a basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in tests in mathematics given at the time of admission, must be met before entering this course.

Physical Education. All students are required to carry some form of physical education activity during their freshman and sophomore years, unless in the opinion of the physical education instructors and the physician it is better for a student to refrain from such activity for a period of time. Physical education activities are selected according to the needs and interests of the student and upon the advice of the physical education instructors.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years; but certain experiences with children, visits to social agencies, and participating in community activities, provide a background for the student's later professional work.

The professional work includes: a study of human development and the social and philosophic foundations of education; directed observation and participation in learning situations; experiences in recognizing and using materials of instruction; and experience in evaluating outcomes.

JUNIOR YEAR

331, 332, 333. Child Development in the Community and Region 9 hours.

371, 372, 373. Elementary Education Seminar and Student Teaching 15 hours.

or

381, 382, 383. Secondary Education Seminar and Student Teaching 9 hours.

SENIOR YEAR

431, 432, 433. Social and Philosophic Foundations of Education
9 hours.

471, 472, 473. Elementary Education Seminar and Student Teaching
9 hours.

or

481, 482, 483. Secondary Education Seminar and Student Teaching
15 hours.

AREAS OF SPECIALIZATION

ELEMENTARY EDUCATION

Students preparing to teach in the elementary school must know and understand the nature and needs of children. They must be concerned about human relationships and group living; about problems, conditions and ideals of our democratic society, and about the effects of present-day economic conditions on children. They must participate in programs of action with children where decisions are made and plans developed. They must develop a background of insight and understanding for use in guiding the experiences of children.

In addition, the elementary teacher will be required to include the following "contributing" courses, or their equivalent, in meeting the requirements for the B.S. degree in Elementary Education: English 361, History 361, History 444, Science 361-2, Health and Physical Education 361, Music 461, Art 461 and at least three hours in American History.

SECONDARY EDUCATION

Students preparing to teach in the secondary school may elect to major in either the English-Social Studies Area or the Science-Mathematics Area.

These areas of specialization are designed for preparing the high school teacher:

1. To participate in core curriculum programs.
2. To teach subjects in the area of specialization.
3. To direct one or more student activities.

1. ENGLISH—SOCIAL STUDIES

The content of the area will include a desirable balance among the following: Speech, writing, literature, history, government, economics, sociology, and geography, as they contribute to the understanding and solution of significant problems.

The 84 hours to be completed in this area of specialization include 30 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 84 hours, not more than 18 may be chosen from contributing areas such as:

Art	Foreign Languages	Library Science
Music	Geography	Psychology

The purposes of the English-Social Studies area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum work of the school.

(2) To enable the teacher to conduct the special interest work, and work in skills and techniques that fall within the broad area of English and Social Studies.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
English	18	18 to 36	36 to 54
Social Studies	12	18 to 36	30 to 48
Contributing areas		0 to 18	0 to 18
Totals	30	54	84
Required and Special Interest Courses	66	42	108
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in English and as much as 36 hours in Social Studies, or vice versa. The maximum credit that may be accepted in a contributing area is 18 hours.

2. SCIENCE—MATHEMATICS

The content of this area will include a desirable balance among biology, chemistry, physics, geology, astronomy, and mathematics, as they contribute to the understanding and solution of significant problems.

The 72 hours to be completed in this area of specialization include 18 hours of work done in the first two years plus 54 hours in the third and fourth years. Of these 72 hours, not more than 18 may be chosen from contributing areas, such as:

Geography	Industrial Arts	Commercial Arts
Agriculture	Home Arts	

The purposes of this area of specialization are as follows:

(1) To enable the teacher to render expert service in the core curriculum.

(2) To enable the teacher to conduct the special interest work that falls within the broad area of science and mathematics.

(3) To enable the teacher to direct one or more pupil activities that may lie outside ordinary class work.

Distribution of Work

	First and Second years	Third and Fourth years	Total
Science	15	18 to 36	33 to 51
Mathematics	3	18 to 36	21 to 39
Contributing areas		0 to 18	0 to 18
Totals	18	54	72
Required and Special Interest Courses	78	42	120
Totals	96	96	192

Provision is made in the third and fourth years for considerable flexibility. Under guidance, a student may select as little as 18 hours in Science and as much as 36 hours in Mathematics, or vice versa. The maximum credit that may be accepted in one contributing area is 18 hours.

3. ENGLISH-BUSINESS EDUCATION

The outline of the contents of this area parallels that of the English-Social Studies Area. See specific outline on page 37.

REQUIREMENTS FOR THE B.S. DEGREE IN SECONDARY EDUCATION

English-Social Studies Area

Subject	*Quarter Hours*
Education and Psychology	48—or 45 if 9 hours of Geography.
English	36
Social Studies	30
English, Social Studies or Contrib'g	18
Science, Biology, Physical Science	15
Geography	6
Health and Physical Education	6
Music	6
Arts	6
Applied Mathematics	3
Special Interests	18
Total	192

REQUIREMENTS FOR THE B.S. DEGREE IN SECONDARY EDUCATION

Mathematics-Science Area

Subject	*Quarter Hours*
Education and Psychology	48—or 45 if 9 hours of Geography.
English	18
Social Studies	12
Science	33
Mathematics	21
Science or Mathematics or Contributing Areas	18
Geography	6
Health and Physical Education	6
Music	6
Arts	6
Special Interests	18
Total	192

REQUIREMENTS FOR THE B.S. DEGREE IN SECONDARY EDUCATION

English-Business Education Area

Subject	*Quarter Hours*
Education and Psychology	48—or 45 if 9 hours of Geography.
English	36
Business Subjects	51
(This includes 3 hours of Commercial Geography and 3 hours Applied Math.	
Social Studies	12
Science	15
Geography	3
(or 6 if 3 hours of Psychology in first year.)	
Health and Physical Education	6
Music	6
Arts	6
Special Interests	9
Total	192

PROFESSIONAL COURSES

Troy State Teachers College offers opportunities to complete two years or more of work to students who plan to enter schools of law, medicine, nursing, home economics, social welfare, and various schools of engineering.

The program suggested here will be fully accepted by other colleges as basic training for the specialized training. The student is advised, however, to confer with the dean or registrar in regard to the requirements of the particular college to which he plans to go for the completion of his work. The pre-engineering program will differ slightly for the different schools of engineering.

PRE-ENGINEERING

First Year		*Second Year*	
Freshman English	9 hours	Physics	12 hours
Public Speaking	3 hours	Calculus	9 hours
Algebra, Trigonometry, Analytic Geometry	15 hours	Descriptive Geometry	6 hours
Chemistry	12 hours	American History	9 hours
Mechanical Drawing	3 hours	Economics	9 hours
Hygiene	3 hours		
Physical Education	3 hours		

PRE-MEDICINE

First Year		*Second Year*	
Freshman English	9 hours	Chemistry	12 hours
Public Speaking	3 hours	Physics	12 hours
Biology	12 hours	Sophomore English	9 hours
Mathematics	15 hours	World or American History	9 hours
French	9 hours	French	9 hours

PRE-DENTAL

First Year		*Second Year*	
Freshman English	9 hours	Physics	12 hours
Public Speaking	3 hours	Chemistry	12 hours
Biology	12 hours	Elective	21 hours
Chemistry	12 hours	History, English, French, Spanish, Mathematics	
Elective	9 hours		
History, French, Spanish, Mathematics			

PRE-LAW

First Year

Freshman English	9 hours
Public Speaking	3 hours
American History	9 hours
Mathematics, Biology or Chemistry	12 hours
French or Spanish	9 hours
Physical Education	3 hours
Elective History, English	6 hours

Second Year

English Literature	9 hours
History of England	9 hours
Economics	9 hours
French or Spanish	9 hours

Third Year

Sociology	9 hours
Psychology	6 hours
Drama	6 hours
American Government	9 hours
Elective	9 hours

AGRICULTURAL ENGINEERING

First Year

Freshman English	9 hours
Speech	3 hours
Algebra, Trigonometry, Analytic Geometry	15 hours
Chemistry	12 hours
American History	9 hours
Mechanical Drawing	3 hours

Second Year

Physics	12 hours
Calculus	9 hours
Descriptive Geometry	6 hours
Economics	3 hours
Physical Education	3 hours

LABORATORY-TECHNICIAN

First Year

Freshman English	9 hours
Speech	9 hours
Biology	12 hours
Chemistry	12 hours
Social Studies	6 hours
Elective American History, French, Spanish	9 hours

Second Year

Organic Chemistry	6 hours
Bacteriology	3 hours
Sophomore English	9 hours
Social Studies	6 hours
Elective Sociology, Psychology, French, Spanish	24 hours

PRE-NURSING

First Year		*Second Year*	
Freshman English	9 hours	Organic Chemistry	6 hours
Speech	3 hours	Bacteriology	3 hours
Biology	12 hours	Sophomore English	9 hours
Chemistry	12 hours	Social Studies	6 hours
Social Studies	6 hours	Elective	24 hours
Elective	9 hours	Sociology, Psychology, French, Spanish	
American History, French, Spanish			

VOCATIONAL HOME ECONOMICS

First Year		*Second Year*	
Freshman English	9 hours	Organic Chemistry	6 hours
Speech	3 hours	Biology	12 hours
Chemistry	12 hours	Economics	9 hours
American History	9 hours	Industrial Arts	9 hours
Social Studies	6 hours	Physical Education	3 hours
Art	3 hours	Elective	9 hours
Physical Education	3 hours	English, Literature, Psychology	
Hygiene	3 hours		

Courses of Instruction

NOTE—Instructors have the privilege from 1945 to 1947 of changing the number of hours for each course: however, this does not affect the hour requirements in each subject for graduation.

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. *Bio-Social Development of the Individual.* Twenty-one credit hours. Required of all freshmen except by special permission. Continuous throughout the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to maturity; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of revolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. *The Arts in Individual Development.* Nine credit hours. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of: literature; the plastic, graphic, and home arts; and music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to

further the cultural and recreational life of the college campus and surrounding community. Emphasis is placed upon the understanding of the relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. *Man and His Natural Environment.* Nine credit hours. Required for sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community, this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of biology, anthropology, geology, climatology, and ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. *Regional and National Socio-Economic Problems.* Twelve credit hours. Required of sophomores except with permission. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon instiutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in all phases of his activity—regional, national, international —will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. *The Arts in Contemporary Society.* Twelve credit hours. Required of sophomores except by permission. Continuous through the year. This course includes materials from the fields of literature, art, music, and folk dances. It emphasizes the place of the arts in the development and preservation of American culture. (See Art 231, 232, 233; Music 231, 232, 233; English 231, 232, 233; and courses in Physical Education open to sophomores.)

DEPARTMENT OF BUSINESS EDUCATION

Stenographic or secretarial work may be taken for one or more quarters by special students who qualify for entrance; and the courses taken may be chosen in accordance with the needs and desires of such special students.

The Business Education curriculum will be offered for the first time during the Fall Quarter of 1946.

251, 252. *Economic Geography.* Six credit hours. Elective. These two courses give a basic understanding of the geographic and economic factors underlying the production and distribution of basic world commodities. Particular emphasis is given to the United States, to Russia, and to other world powers and world regions which produce significant exportable surpluses.

253. *Trade Routes and Trade Centers.* Three credit hours. Elective. The growth of trade routes and centers will be developed to show the variable structures, patterns, and functions of different cities which handle and consume large quantities of foodstuffs, fibers, raw materials for manufacture, and finished commodities. Transportation by air, water, and land merits an adequate study. Effects of economic nationalism, World Wars, and the airplane on established trade centers and routes will justify attention and thought. Finally, trade regions within the global community of nation-states will be studied.

231. A, B. C. *Applied Mathematics.* Three credit hours. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

233. *Commercial Arithmetic.* Three credit hours. General review of the arithmetic of business. Fractions, percentage, interest, ownership, insurance, and profit and loss. Prerequisite for accounting.

281, 282, 283. *Elementary Shorthand.* Two credit hours per quarter through sophomore year. Fundamental principles of shorthand; emphasis on phonetics; business letter dictation.

281, 282, 283. *Elementary Typewriting.* One credit hour per quarter through the sophomore year. The fundamentals of touch typewriting with emphasis on proper position, rhythm, technique and accuracy.

351, 352, 353. *Economics.* Nine credit hours. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

381, 382, 383. *Advanced Shorthand.* One credit hour per quarter through the junior year. A continuation of elementary shorthand. Emphasis on the development of skill in reading and writing from printed shorthand; skill in transcription.

381, 382, 383. *Advanced Typewriting.* Two credit hours each quarter. Junior year. A continuation of elementary typewriting with emphasis on tabulation, billing, stencil cutting and secretarial typing.

391, 392, 393. *Accounting.* Twelve credit hours. An introduction to the field of bookkeeping, accounting, and business administration; theory of modern accounts; debt and credit; classification of accounts; procedure of recording transactions; work sheets; adjustment of closing of the ledger; balance sheets; profit and loss statement; the more common type of business reports. The application of the principles and accountings to partnerships and corporations, the use of voucher systems; analysis of accounts; tangible and intangible assets; and non-profit organizations. Prerequisite Math. 231 or 233.

481. *Office Management.* Three credit hours. Three class periods each week. Elective for juniors and seniors in English-Business Education curriculum. Problems involved in planning and directing the functions of business and professional offices; responsibilities and dutes of the office manager, private secretary, and stenographers; selection, training, promotion, and discharge of employees; selection, use, and care of office supplies and equipment; routine procedures, such as handling affairs of office mail, interviewing callers, and appropriate office dress.

482. *Business English.* Three credit hours. Three class periods each week. Elective for juniors and seniors in English-Business Education curriculum. Concentration on sales letters of all types; principles and practices of business letter writing in general; preparation of special business reports, forms, and manuals. Prerequisite: Elementary Typewriting 281, 282, 283 or the equivalent and English 111, 112, 113.

483. *Business Law.* Three credit hours. Three class periods a week. The course deals with the major principles and problems that concern

business transactions, such as: contracts, sales, corporations, partnerships, principals and agents, and negotiable instruments.

491. *Money and Banking.* Three credit hours. Three class periods a week. Elective for juniors and seniors in the English-Business Education curriculum. A study of: the meaning and functions of money in our economic life; the inter-relationships of wages, prices, and business activity; the functions and inter-relationships of bank deposits, credits, and loans; the socio-economic functioning of our national banking system.

493. *Marketing.* Three credit hours. Three class periods a week. Elective for juniors and seniors in English-Business Education curriculum. A study of the marketing structure with reference to the marketing problems, functions and methods of farmers, manufacturers, wholesalers, brokers, and retailers. Special attention is given to cost of marketing, unfair competition, market finance, market risk, market needs, market price, and price maintenance.

DEPARTMENT OF EDUCATION

MR. PIERCE, DR. MINOR, DR, ERVIN, MISS ELDER, MISS MURPHY, MISS HAMIL, MISS INGRAM, MISS LEE, MISS SMITH, MISS McCARTHY.

371, 372, 373. *Elementary Education Seminar and Student Teaching for Juniors.* Required of Juniors preparing for the B.S. degree in elementary education. Fifteen credit hours.

The seminar is continuous through the three quarters of the year with related contacts in the campus elementary school and the community. During one full quarter a large part of the day is spent in student teaching in the campus school, followed by a regularly scheduled conference with the critic teacher on important principles and practices growing out of the day's experience. In the seminar the student compares experiences and evaluates these in terms of sound principles of teaching, learning, and organization. The student shares in planning the work of the seminar, arranges for conferences with subject matter specialists and community workers, and organizes educational trips.

381, 382, 383. *Secondary Education Seminar and Student Teaching for Juniors.* Nine credit hours.

The secondary education seminar may extend through the three quarters of the junior year or may be concentrated in one or two quarters. It includes:

1. Study of the American secondary school, its historical development, objectives and program, organization and administration, and present problems and issues with special emphasis on those of Alabama.

2. Study of the present problems of youth in the United States and in Alabama; appraisal of the work of various local, state, and federal agencies in meeting the needs of youth; and consideration of the responsibility of the public school in meeting the youth situation with particular reference to the extension of secondary school activities to include out-of-school youth and adults.

3. Study of secondary school curriculum and methods with particular reference to the needs of Alabama; the critical examination of various core experiments; plans for extra-curricular activities, guidance, evaluation, records and reports, home-room activities.

4. Observation and participation over a wide range of activities with observation concerned with the whole secondary school in its community setting, and classroom teaching centered in core curriculum work.

401. *The Teaching of Reading.* Three credit hours. Three class periods a week. Required of seniors taking the continuous curriculum.

This course is planned to enable students to understand and to apply the psychology of learning in the teaching of reading, to discover needs, to emphasize diagnostic and remedial work, to set up attainable goals, to acquaint the student with ways and means of establishing desirable reading habits, to inspire a permanent interest in reading, and to measure reading progress.

412. *Directed Teaching.* Three credit hours.

This course is designed to give students experience in classroom instruction carried on under the supervision of trained teachers. Opportunity is provided to put into practice the principles of teaching and the theories of education which have been previously presented and discussed in courses in education.

422. *The Elementary Curriculum.* Three credit hours.

This course is concerned with the problems of curriculum development as they relate to the improvement of instruction in the elementary schools of Alabama. Special emphasis is placed on problems encountered in organizing and carrying forward curriculum improvement in the field.

431, 432, 433. *Social and Philosophic Foundations of Education.* Nine credit hours. Required of seniors.

This is a culminating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. Special study is made of the American public school, its historic development, its objectives and program, its organization and administration, and present problems in the United States and Alabama.

471, 472, 473. *Elementary Education Seminar and Student Teaching for Seniors.* Required of seniors preparing for the B.S. degree in elementary education. Nine credit hours.

The work of the junior-year seminar with responsibilities in an off-campus school situation. The student is expected to make himself, in so far as possible, a part of the school and the community, and to acquaint himself with the general organization and administration of the school and its relation to the community, as well as to assume responsibility for some classroom teaching.

481, 482, 483. *Secondary Education Seminar and Student Teaching Practicum.* Fifteen credit hours. Required of seniors in secondary education.

The seminar is so conducted as to provide opportunity for the formation of divisional seminars in the major areas of specialization. The divisional seminars are concerned with the practical problem of utilizing the subject matter of the several areas of specialization in meeting the objectives of the school. The content of each seminar includes such topics as the following: purposes of the major area in secondary education, organization of subject matter in terms of purposes, materials and methods of instruction, contribution of the area to the core curriculum, contribution of the area to other areas in the school, evaluation of results.

As in the junior year, emphasis in observation is placed upon the whole secondary school in its entire community setting, and participation includes a wide range of activities. Classroom teaching is centered largely in the high school subjects represented by the area of specialization with ample opportunity to work in the core curriculum.

DEPARTMENT OF ENGLISH

DR. PECK, DR. CALCOTT

111, 112, 113. *Written and Oral English.* Three credit hours each quarter. Required of all freshmen. A review of the fundamentals of grammar and the mechanics of writing, with frequent written work. In 112 and 113, the reading, criticism, and analysis of representative stories, dramas, essays, and poems with a view to learning to write and punctuate *directly* from the best authors. Closely cooperative with other core courses —aiding in preparation of papers, note taking, vocabulary building.

131, 132, 133. *The Arts in Individual Development.* Three credit hours. Required of freshmen in the Arts Core. The thorough covering of a good anthology of short stories, dramas, essays, articles, and poems, with frequent practice in oral work, such as reading poems and stories aloud and taking the parts of characters in the dramas studied. Especial emphasis given to speech. Close cooperation with other core courses in developing skill in speech and the appreciation and evaluation of varied forms of writing.

211, 212, 213. *English Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature in both poetry and prose.

231, 232, 233. *The Arts in Contemporary Society.* Six credit hours. Required of sophomores in the Core program. A survey of modern literature, with especial emphasis upon American literature.

241, 242, 243. *World Literature.* Three credit hours each quarter. Elective for sophomores and juniors. An introduction to world literature, with carefully chosen selections from the best writers of various national groups, including France, Italy, Spain; Germany, Scandinavia; Russia; ancient Greece and Rome; Persia, Arabia, and India.

301. *Romantic Poetry.* Three credit hours. The purpose of this course is to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats and to study several of the major poems of these writers and the periods which produced them.

302. *Victorian Poetry.* Three credit hours. The purpose of this course is to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne and to study selected major poems by these writers and the period which produced them.

303. *Contemporary Poetry.* Three credit hours. The purposes of this course are as follows: to offer extensive reading in the poetry of the

leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject matter and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

361. *Literature for the Elementary Teacher.* Three credit hours. Required of students preparing for the B.S. degree in Elementary Education. The purposes of this course are: to familiarize the student with a wide variety of literature suitable for children; to afford practice in the reading of poetry and prose, in choric reading, and in creative drama; to establish some bases for the selection of literature for children; and to develop in the student an appreciation of the value and importance of literature in the training of children.

401-402. *English Drama.* Six credit hours. Elective for juniors and seniors. This is a study of English drama from its beginning.

403. *Advanced Composition.* Three credit hours. Elective for juniors and seniors. This course consists of practice in writing, based upon the study of current questions as discussed in the better class of magazines, and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

441. *The English Language.* Three credit hours. Elective for juniors and seniors majoring in English. This course consists of an intensive study of the development of the English language.

442. *Speech.* Three credit hours. Elective for juniors and seniors. This course stresses the improvement of voice and diction, practice in formal and informal speaking, and improvement in oral reading.

443. *Play Production.* Three credit hours. Elective for juniors and seniors. This course is offered for those whose work will be in the field of dramatics as well as for those who are interested in developing dramatic ability. The emphasis will be on problems of play production and stage techniques, with particular consideration given to the problems of play production in the elementary and secondary schools.

DEPARTMENT OF FOREIGN LANGUAGES

DR. KILPATRICK, MISS STRIPLING

101. *Elementary French.* Three credit hours. Three class periods a week. Elective for freshmen. For students who enter without French or with one year of high school French. The purpose of this course is to establish the ability to read and understand French. Direct method is used.

102. *Elementary French.* Three credit hours. Three class periods a week. Elective for freshmen. Prerequisite: French 101 or the equivalent. This course is a continuation of French 101.

103. *Elementary French.* Three credit hours. Three class periods a week. Elective for freshmen. Prerequisite: French 102 or the equivalent. This course is a continuation of French 102.

201. *Intermediate French.* Three credit hours. Three class periods a week. Elective for sophomores. Prerequisite: one year of college French or the equivalent. The purpose of this course is to develop fluency and to read works from the more important authors.

202. *Intermediate French.* Three credit hours. Three class periods a week. Elective for sophomores. Prerequisite: French 201 or the equivalent. This course is a continuation of French 201.

203. *Intermediate French.* Three credit hours. Three class periods a week. Elective for sophomores. Prerequisite: French 202 or the equivalent. This course is a continuation of French 202.

311. *Advanced French.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: two years of college French or the equivalent. This course consists of: advanced grammar and practice in using idiomatic French; dictation in French; conversation based on materials read; reading histories, plays, novels, and short stories; dramatization.

312. *Advanced French.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: French 311 or the equivalent. This course is a continuation of French 311.

313. *Advanced French.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: French 312 or the equivalent. This course is a continuation of French 312.

441, 442, 443. *French Literature.* Nine credit hours. Continuous through the year. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people by means of literature.

141, 142, 143. *Elementary Spanish.* Nine credit hours. Continuous through the year. Elective for freshmen and sophomores. Juniors may elect this course by special permission. A beginning course with emphasis on reading, and practice in speaking and understanding simple Spanish.

241, 242, 243. *Intermediate Spanish.* Nine credit hours. Continuous through the year. Elective for sophomores, and for juniors and seniors by special permission. Prerequisite: one year of college Spanish or the equivalent. This course includes the rapid reading of prose, simple conversation, and such training in grammar as may be necessary.

DEPARTMENT OF GEOGRAPHY

MR. STEPHAN

141, 142, 143. *Western Hemisphere.* Three credit hours per quarter. Special interest course for freshmen and sophomores. Outlined to cover North America, Caribbean America, and South America respectively, these courses provide for an interpretation of man's adaptation to his environment—physical, climatic, economic, and social. Western hemispheric cooperation, trade, and living levels will be reviewed and compared with those of the Eastern hemisphere.

231. *Regional and National Socio-Economic Problems.* Three credit hours. Required of sophomores in the core program. With emphasis upon the United States and our southern neighbors, problems will be selected for study and evaluation.

233. *Man and His Natural Environment.* Three credit hours. Required of sophomores in the core program. Aspects of Air Age geography, such as polar maps, meteorology, world climates, transportation, new spacial concepts, will provide for a new functional orientation for prospective teachers of social science.

241, 242, 243. *Eastern Hemisphere.* Three credit hours per quarter. The courses cover Europe, Africa and Australia, and Asia respectively. Emphasis will be placed upon the more important countries and regions, American commercial interests, and world relations.

251, 252. *Economic Geography.* Six credit hours. Elective. These two courses give a basic understanding of the geographic and economic factors underlying the production and distribution of basic world commodities. Particular emphasis is given to the United States, to Russia, and to other world powers and world regions which produce significant exportable surpluses.

253. *Trade Routes and Trade Centers.* Three credit hours. Elective. The growth of trade routes and centers will be developed to show the variable structures, patterns and functions of different cities which handle and consume large quantities of foodstuffs, fibers, raw materials for manufacture and finished commodities. Transportation by air, water and

land merits an adequate study. Effects of economic nationalism, World Wars, and the airplane on established trade centers and routes will justify attention and thought. Finally, trade regions within the global community of nation-states will be developed.

301. *Geography of Europe.* Three credit hours. Three class periods a week. Required of juniors taking the continuous curriculum. This course is a study of Europe as a whole, followed by an application of principles learned from the regional study to the various countries of Europe. A geographic basis is established for interpreting economic and social activities in terms of factors of environment.

303. *Geography of the South.* Three credit hours. Elective for juniors and seniors. This course stresses an understanding of the natural attributes of the South and a clearer concept of their persistent influence upon social and economic development. Regionalism, in terms of southern problems and potentialities, is given intensive consideration.

Sc. 331. *Geology.* Three credit hours. Elective. (For description see Departemnt of Science offerings for juniors and seniors.)

331. *Climate and Man.* Three credit hours. Elective for juniors and senors. Relationships and adjustments between man and his climatic environment constitute the main theme in the study of world climate and weather.

333. *Meteorology.* Three credit hours. Elective for juniors and seniors. This is a course in the physics of the air. It gives an interpretation of temperature, winds, pressure, precipitation, and air masses, as related to flight and other human activities.

341. *Geography of Alabama.* Three credit hours. Elective for juniors and seniors. A regional study based upon available material and sources of references, statistics, making of maps, field studies, and pictures. Topics, such as resources, industry, land planning, landscape, and teaching technique will receive careful consideration.

401. *Historical Geography of the United States.* Three credit hours. Elective for seniors. The purpose of this course is to make a study of the natural environment which has furnished the setting for the development and growth of the United States to a major world power.

402. *Problems in Political Geography.* Three credit hours. Elective for seniors. Selected topics such as past and present political patterns of the world as related to the elements of the natural environment, boundaries, bases for war and peace, domestic and international problems confronting major world powers, and nuclear cores of settlement, will be studied.

403. *Conservation of Natural Resources.* Three credit hours. Elective for seniors. This course provides for an understanding of our natural resources with a view of determining ways of obtaining maximum benefit from them. The National conservation movement receives careful consideration. Alabama's resources and their conservation are emphasized.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MR. FARMER, MISS FORRESTER, MR. CHOATE, MISS SINCLAIR

The physical education program has a three-fold purpose: To provide for the college student opportunities (1) for a well-balanced physical development and for participation in wholesome sports and desirable activities while in college; (2) to develop an understanding of and appreciation for recreational activities which will enrich the life of the individual after leaving college; (3) to gain a professional understanding of the principles of physical development and the technique for directing a health and physical education program.

In the freshman and sophomore years, all students are required to take courses dealing with the health needs and physical development of the individual. During the freshman year, the emphasis will be on the physical needs of the individual student, and during the sophomore year the emphasis will be on group participation in desirable activities accordng to the needs and interests of the student.

All prospective elementary teachers are required to take Health and Physical Education 361 and three hours of physical education activities in the junior or senior year.

Prospective secondary teachers are urgd to take Health and Physical Education 381 as an elective course where possible.

Elective courses in activities should meet the following requirements:

1. One group should be elected from the Team Sports Group.
2. One or more courses should be elected from the Individual Sport and Activity Group.
3. One course should be taken from the Rhythmics Group.
4. Other courses may be taken from any group of activities upon the approval of the head of the department.

Regulation uniforms and shoes are required. New students should purchase these from the College Supply Store.

INDIVIDUAL SPORTS AND ACTIVITIES

141. *Beginning Tennis for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the fundamental strokes, scoring, and general techniques of the game. The game will be taught and developed through lectures, films, demonstrations, and practice.

142. *Golf for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the basic strokes, techniques, and skills of the game. Men and women will be taught in the same class group.

143. *Archery for Men and Women.* One credit hour. Two class periods a week. Fundamental techniques of the sport will be given, and care and upkeep of the equipment will be emphasized.

144. *Track and Field Activities for Men.* One credit hour. Two class periods a week. This course will include track and field events and will place some emphasis on the coaching of these events.

145. *Stunts and Tumbling for Men and Women.* One credit hour. Two class periods a week. This is an introductory course to tumbling techniques. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives, etc., will be taught. Self-testing stunts and group stunts will be introduced and some emphasis placed on pyramid building. Separate classes will be given for men and women.

146. *Badminton for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the simple fundamentals of the game, including the forehand and backhand drives, the clear and the serve. Team tactics and plays for the singles and doubles game will be emphasized.

147. *Intermediate Tennis for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes team tactics and strategy.

241. *Beginners' Swimming for Men and Women.* One credit hour. Two class periods a week. Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes. Classes for men and women will be held separately.

242. *Intermediate Swimming for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes form. Simple diving will be taught and water

games will be included. Classes for men and women will be held separately.

243. *Recreational Games for Men and Women.* One credit hour. Two class periods a week. Techniques and skills will be taught in the following activities: deck tennis, shuffle-board, aerial darts, croquet, ping pong, horseshoes. The popularity of these activities has stimulated interest in studying the game techniques.

TEAM SPORTS

151. *Volley Ball for Men and Women.* One credit hour. Two class periods a week.

152. *Basket Ball for Men and Women.* One credit hour. Two class periods a week.

153. *Field Ball and Soccer for Men and Women.* One credit hour. Two class periods a week.

154. *Soft Ball for Men and Women.* One credit hour. Two class periods a week.

Skills and team tactics will be developed in each of the above mentioned team sports. Classes for men and women will be taught separately. The courses for men will emphasize the coaching of the sport where the class feels a need for this type of help.

RHYTHMS

251. *Beginning Folk Dancing for Men and Women.* One credit hour. Two class periods a week. A wide variety of dances from various countries will be included in this course. Dances involving simple steps will be taught with the primary emphasis being placed on the country and square dances of the South.

252. *Intermediate Folk Dancing for Men and Women.* One credit hour. Two class periods a week. The dances of various nations will be taught, but only those will be included that are based on the more complicated steps and figures.

254, 255, 256. *Ballroom Dancing for Men and Women.* Three credit hours. Two class periods a week. This course proposes to teach the techniques and fundamentals involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course, the more advanced steps will be included: tango, rhumba, conga, etc. The course numbers designate beginners, intermediate, and advanced phases.

COURSES OF INSTRUCTION

213. *Personal Hygiene. Three credit hours.* Three class periods a week. Elective. The purposes of this course are to develop habits, attitudes, and knowledge concerning health, and to provide professional preparation of teachers in relation to home arts and science.

341. *Commuity Recreation.* Three credit hours. Three class periods a week. This course trains the student in the most efficient methods of planning, organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community field days, community sings, community swimming pools, parent-teacher entertainment, church recreational occasions, and private recreation groups. A very helpful bibliography of sources of information on such subjects will be compiled in the course.

361. *Health and Physical Education for the Elementary Teacher.* Three credit hours. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of plays and games suitable for elementary children.

381. *Health and Physical Education for the Secondary Teacher.* Three credit hours. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the secondary teacher.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

MR. SARTAIN, MRS. BYNUM, MRS. STEPHAN

101, 102, 103. *World History.* Elective for freshmen and sophomores. Three credit hours per quarter.

131, 132, 133. *Problems of Modern Society.* Required of freshmen in the Bio-Social Core. Six credit hours.

201, 202, 203. *American History.* Elective for freshmen and sophomores. Three credit hours per quarter.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Six credit hours.

301, 302, 303. *English History.* Elective for juniors and seniors. Three credit hours per quarter.

341, 342, 343. *American Government and Politics.* Continuous through year. Nine credit hours, three each quarter. Elective for juniors and seniors. The purpose of this course is to show the function of government in the total life of the people and to prepare students for active participation in group affairs. It will include materials from local, state, and national governments. Much of these materials will be gathered from direct contact with governmental agencies. The purpose will be to develop understandings, participation, and attitudes which will make for more intelligent citizenship in local and national affairs as they function under the democratic processes.

351, 352, 353. *Economics.* Nine credit hours. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

361. *Social Studies for the Elementary Teacher.* Three credit hours. Required for students graduating with the B.S. degree in Elementary Education. Among the topics considered are: local government; ways of communication, such as radio, newspapers, magazines; property rights; the child's responsibility for the care of public property; the responsibility of the child in the family and in the community; care for dependents.

401, 402. *Modern European History.* Six credit hours. Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world.

403. *Recent American History since* 1900. Three credit hours. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible.

441, 442. *History of the South.* Six credit hours. Three hours per quarter. This course is designed to develop an understanding of the special problems of the South as a region. Its past history is developed in order to understand the present position of the South in relation to the

nation. Emphasis is placed upon the changes which are taking place and the further changes that are needed.

444. *History of Alabama.* Three credit hours. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States

445. *Latin American Beginnings.* Three credit hours. A study of colonial systems of Spain and Portugal in the Americas. Special attention is given to the native cultures and their interaction with the European cultures. The factors leading to revolt and establishment of Latin American republics, are studied.

446. *The Hispanic American States.* Three credit hours. The aim of this course is to give a basis for a better understanding of the peoples of these states, so that inter-American cooperation may result in developing a mutual program of action for the nations of the western hemisphere.

447. *Canada since* 1763. Three credit hours. This course traces the development of the English colonies in Canada who did not separate from the British Empire. The close ties between the United States and Canada are studied with reference to the future relations of Canada to the United States.

451, 452, 453. *Sociology.* Elective for juniors and seniors. Three credit hours per quarter. This course will combine both the principles of sociology and the problems of modern society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region.

DEPARTMENT OF MATHEMATICS

MISS SEGARS

100. *Algebra and Elementary College Mathematics.* Three credit hours. Five class periods per week. Elective for freshmen. This course is designed for those students who wish to take Mathematics but are not prepared for Mathematics 101, 102, or 103.

101-102. *College Algebra.* Six credit hours. Three class periods a week for two quarters. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103-4. *Plane Trigonometry.* Six credit hours. Three class periods a week. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

201. *Mathematical Analysis.* Three credit hours. Three class periods a week. Elective for sophomores and seniors. The purpose of this course is to make functional the several branches of mathematics.

202-203. *Analytic Geometry.* Six credit hours. Three class periods a week for two quarters. Elective for sophomores and seniors. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into formulae and vice versa.

231 A, B, C. *Applied Mathematics.* Three credit hours. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

232. *Applied Mathematics.* Three credit hours. Elective for sophomore and for juniors specializing in the Science-Mathematics area. This course deals with the applications of mathematics in human affairs and involves more advanced problems than those used in course 231.

241. *Mechanical Drawing.* Three credit hours. Five class periods per week. Elective for sophomores and juniors. This course deals with the care and use of drawing instruments; instrument exercises; lettering; geometrical construction; orthographic projection; drawing to scale; tracing; and reading blue prints.

242, 243. *Descriptive Geometry.* Six credit hours. Elective for sophomores and juniors. A critical study of the science of drawing. The location of points, lines, planes; single-curved surfaces; tangent lines and planes; intersection of surfaces; and surface developments.

311. *Differential Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. *Integral Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. *Advanced Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

411. *Differential Equations.* Three credit hours. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The methods of solving differential equations of the first and second orders are studied in this course.

412. *Theory of Equations.* Three credit hours. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The course deals with polynomial functions, complex numbers, trigonometric equations, cubic equations, approximation of roots of numerical equations, determinants.

413. *Theory of Equations.* Three credit hours. Three class periods a week. Elective for seniors. A continuation of 412.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN, DR. MINOR, MISS ELDER, MISS MURPHY, MISS HAMIL, MISS INGRAM, MISS LEE, MISS SMITH, MR. PIERCE, MISS McCARTHY.

131, 132, 133. *Bio-Social Development of the Individual.* Required of freshmen in the Core program. Three credit hours in developmental psychology.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three credit hours in social psychology.

242. *Mental Hygiene.* Three credit hours. Three class periods a week. Elective. Prerequisite: Psychology 131. The purposes of this course are: to study the dynamic processes of purposive development; to gain an insightful understanding of progressive adjustment within the individual's inner life and in his interaction with his environment both social and non-social; to promote growth in ability to guide school pupils into wholesome adjustment and out of conflict and maladjustment; and to learn how better to meet the mental health needs in our present-day changing society.

243. *Applied Psychology.* Three credit hours. Three class periods a week. Elective. This course deals with the application of psychological principles and techniques in vocational guidance and selection and in educational guidance and selection.

301. *General Psychology.* Three credit hours. Three class periods a week. This course deals with a fundamental study of human behavior

with major emphasis being given to: the human organism as a behaving being; instinctive functions and the role of learning in development; motivation and drives; behavioristic, gestalt, and psycho-analytic interpretations of behavior development.

311. *Advanced Educational Psychology.* Three credit hours. Three class periods a week. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of psychological criteria. The implication of modern systems of psychological thought for curriculum building are emphasized.

331, 332, 333. *Development of Children and Youth in the Community and Region.* Three credit hours each quarter for three quarters. Required of all juniors. On the foundation of the study of the bio-social development of the individual, and of social and economic problems made in the general education cores of the first two years, intensive study is now made of developing children and youth in interaction with community and regional conditions. Human developmental problems are studied with emphasis on needs that are typical of rural and urban cultures. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom, are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of human development, special study is made by the student specializing in the elementary area of the elementary school child; and the student specializing in secondary education emphasizes the study of the secondary school pupil.

401. *Tests and Measures.* Three credit hours. Three class periods a week. The purposes of this course are: to give an appreciation of accurate measurements in education, to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in constructing classroom tests.

442. *Psychology of Exceptional Children.* Three credit hours. Three class periods a week. Elective. The purposes of this course are: to give a command of techniques for diagnosing mental deficiency and gifted mentality, special mental "gifts" and inferiorities, and marked deviations of psycho-physical development that require psycho-educational understanding and skill on the part of the teacher; to give guided practice in the making of functional case-studies of such exceptional children; and to promote growth in guidance ability to realize the maximum educational advancement for each exceptional school child.

443. *Social Psychology.* Three credit hours. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social interaction, social conflict, and social evolution in the large; and to promote an understanding of the causes of and means of constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which has so largely created him.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

MR. PETERSON, MISS MAUK, MISS ALLEN, MR. CHOATE, MISS GARRETT

ART—MISS ALLEN

131, 132, 133. *Art in Individual Development.* Three credit hours. See page 41.

231, 232, 233. *Art in Contemporary Society.* Three credit hours. See page 42.

403. *History of Art.* Three credit hours. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

MUSIC—MISS MAUK
MR. PETERSON

131, 132, 133. *Art in Individual Development.* Three credit hours. See page 41.

141, 142, 143. *Applied Music.* One credit hour per quarter. Study and practice in solo and ensemble singing. Continuous through the year. Two class periods a week. It is advised that these courses be taken in sequence, but a placement examination will be given any student wishing to take the advanced courses. Previous musical experience is not necessary, as the fundamentals of music are given when the needs for them arise. The purpose of these courses is to give a maximum number of students a working knowledge of the voice as applied to solo and ensemble singing, to aid each student in developing a beautiful singing voice without the expense of individual instruction, and to give students

the necessary preparaton for participation in vesper choir, college choir, and small vocal ensembles.

151, 152, 153. *Applied Music.* One credit hour per quarter. Class piano, band, and orchestral instruments. Continuous through the year Two class periods a week. Each course is, respectively, a study of the piano, woodwind, brass, and string instruments. Previous musical experience is not necessary, as the fundamentals of music are given when the need for them arises. The purpose of these classes is to give to a maximum number of students the ability to play these instruments by means of group work. The number in each group will be limited. (Band and orchestral instruments will not be offered for 1943-44. Only class piano.)

231, 232, 233. *Music in Contemporary Society.* Three credit hours. See page 42.

241, 242, 243. *Applied music.* One credit hour per quarter. Study and practice in solo and ensemble singing. Continuous through the year. Two class periods a week. Courses 141, 142, 143 must be completed before these courses are taken. A placement examination will be given any student wishing to take this advanced course. Emphasis in this course is still equally divided between solo work and ensemble work.

251, 252, 253. *Applied Music.* One credit hour per quarter. Class piano, band, and orchestral instruments.

341, 342, 343. *Applied Music.* One credit hour per quarter. Study and practice in solo and ensemble singing. Continuous through the year. class periods a week. Courses 141, 142, 143 and 241, 242, and 243 must be completed before enrolling for these courses. Placement examinations will be given to any stulent wishing to take these advanced courses. Emphasis in these courses is on the use of the voice in solo work. Advanced ensemble work will also be done.

351, 352, 353. *Applied Music.* One credit hour per quarter. Class piano, band, and orchestral instruments.

402. *History of Art—Music.* Three credit hours. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student wtih the evolution of music from primitive times to the present.

451, 452, 453. *Harmony.* Three credit hours. Two class periods each week for three quarters. This course includes keyboard work, ear training, dictation, and written work. Topics to be studied are diatonic chords, modulation, non-harmonic tones, transposition, melody harmonization, and arrangements for small vocal and instrumental groups.

461. *Music for the Elementary Teacher.* Three credit hours. Required of all students preparing to teach in the elementary school. Included in

this course are studies of: rhythm games; the social and cultural background of melodies; the development of simple melodies; and music suitable for elementary children. Among the experiences will be those of listening to good music, observing, and directing music periods.

HOME ECONOMICS—INDUSTRIAL ARTS

MISS ALLEN, MISS GARRETT, MR. CHOATE

TWO-YEAR COURSE IN HOME ECONOMICS

Two years of work in Home Economics may be taken at the Troy State Teachers College, and the credits may be transferred without loss to a college offering a four-year curriculum in this field.

241. *Industrial Arts—Study of Foods.* Three credit hours. Two class periods and two laboratory periods a week. The course deals with food selection and preparation as related to nutrition. It includes a study of nutrition, food attitude and habits, source of foods, and something of the work in feeding man.

242. *Industrial Arts—Study of Clothing.* Three credit hours. Two class periods and two laboratory periods a week. The course includes a study of choice, care, and cost of clothing, and the relation of clothing to health. It also includes a study of the selection of material, cutting, fitting, construction of garments for personal use, with emphasis on elementary design in clothing and selection, budgeting for clothing, and the proper use of garments.

243. *The Home—Its Care and Furnishings.* Three credit hours. Six laboratory periods a week. This is a study of the changes man makes in materials for his use in the problems of life arising from them. A study of textiles, weaving, dyeing, and the care of materials. Renovating the home and furniture, color schemes, and arrangement of furniture are emphasized in the course.

341. *Food Preparation and Service.* Three credit hours. Six laboratory periods a week. This course includes a personal diet study in connection with health and the selection and cost of food. Meals are planned and served to meet the needs of the family. Special emphasis is placed on table service.

342. *Clothing—Selection, Construction, and Care.* Three credit hours. Six laboratory periods. This course is designed to develop standards in construction skills and costume designing. It also includes a study of historic costume and the theory of color, line, form, and texture as a basis for garment selection and construction.

343. *Household Management and Economics.* Three credit hours. Six laboratory periods a week. This course provides laboratory work in the Art House. This experience includes all of the planning and work for the rural home. Complete records are kept of plans, household and personal budgets, and evaluations of working together in a rural home environment.

INDUSTRIAL ARTS

251. *Introduction to Industrial Arts.* Three credit hours. Six laboratory hour periods per week. Elective as special interest course. A course to enable students better to understand the nature and extent of the industrial arts field. Problems that will occur in the preparation for teaching, and later in actual teaching situations, are given special attention. Opportunity is given to obtain experience in the use of handcraft tools, materials and operations. Emphasis is placed on student-interest projects.

252. *Shop Procedures.* Three credit hours. Six laboratory periods. Elective as a special interest course. The major purpose of the course is to develop skill in and understanding of how to work creatively with tools and with inexpensive materials easy to obtain. Methods of adapting the work to the school classroom are studied and observed. An opportunity is afforded students to work in actual classroom situations and to develop techniques of working with pupils on art projects.

253. *Woodworking.* Three credit hours. Six laboratory periods. Elective as a special interest course. The student is offered an opportunity to develop skills in bench-work as well as to learn how to care for and use hand woodworking tools. A study is made of woods, materials, and supplies that are applicable to small shops or classroom situations. Processes and techniques in woodworking and finishing, together wth the selection of tools and machines in terms of different teaching levels and local conditions, are presented. Individual and group projects are required.

461. *School and Home Arts for the Elementary Teacher.* Three credit hours. This course concentrates on the organization of art appreciations, skills, and development of materials for use in actual art teaching in the elementary schools of Alabama. The course provides generously for observation of art instruction in the College Laboratory School.

DEPARTMENT OF SCIENCE

DR. FARMER

111, 112. *General Zoology.* Six credit hours. Two class periods and one two-hour laboratory period a week. A study of the structure and function

of a selected number of lower forms and a more detailed study of a few vertebrate forms.

Science 113. *General Botany.* Three credit hours. Two class periods and one two-hour laboratory period a week. A study of the biology of the plant, the structure and function of organs, a survey of the kinds of plants and economic importance, is the work of this course.

131, 132, 133. *Human Biology.* Nine credit hours. Required of freshmen in the Bio-Social Core. The units studied are heredity, eugenics, nutrition, and reproduction: correlated wth the other subjects of the core.

*201. *Field Zoology.* Three credit hours. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology. The purposes of this course are to give the student a biological knowledge of the common animal life of Alabama, and to teach the economic importance of this animal life. The field work consists of excursions to typical animal habitats for the purpose of collecting, identifying, and noting ecological conditions. A few specimens are preserved and studied in detail.

*202. *Human Physiology.* Three credit hours. Three class periods with reports and demonstrations per week. Elective for sophomores. The purpose of this course is to give the student a knowledge of the structure, function, and hygiene of the human organs and organ systems, the function of the endocrines, and the interrelationship of the organs.

*203. *Field Botany.* Three credit hours. Two class periods and a field trip per week. Elective for sophomores. This is a course in the taxonomy of the local flora; and it acquaints students with the use of botanical manuals and, to some extent, with plane ecology. Herbarium specimens are collected and mounted.

300. *Parasitology.* Four credit hours. Two class periods and two laboratory periods per week. Elective for juniors. Some slides of pathogenic bacteria will be studied, and emphasis will be placed upon human parasites and their carriers: e g., the cat, the rat, the dog, and other domestic and wild animals.

303. *Bacteriology.* Two or four credit hours. Two class periods and two laboratory periods a week. A student may take the class work without the laboratory for two hours credit. This course is designed to give the student a practical knowledge of the micro-organisms in his environment. The class work will deal largely with bacteria in relation to disease, foods, agriculture, and industry. In the laboratory the student will have experience in the preparation of media; pure culture methods; staining and

*May have 4 hours.

microscopic studies; testing milk and water; and disinfectants. The yeasts and molds will be considered briefly.

361, 362. *Science for the Elementary Teacher.* Six credit hours. required of students preparing for the B.S. degree in elementary education. This is a course in general science which aims to acquaint the student with elementary facts and principles and to develop the ability to direct children in their search for the explanation of things in their environment. The elementary school situation is simulated as far as possible. Laboratory, library, field trips, and observation in the Training School, are used in the work.

*211, 212, 213. *General Chemistry.* Nine credit hours. Two class and demonstration hours and one two-hour laboratory period a week. The aim of these courses is to give the student a knowledge of the elements and some of their compounds and the laws and theories underlying chemical reactions.

231, 232, 233. *Man and His Natural Environment.* Required of sophomores in the Core program. Nine credit hours.

*341, 342, 343. *General Physics.* Nine credit hours. Two class periods and one two-hour laboratory period a week. Mechanics and heat, magnetism and electricity, sound and light, are the topics studied. A practical application of the principles of the science is made in such matters as the use of energy by machines, electricity as power and light and the devices for its use, sound in its relationship to scale and harmony, and light as it applies to optical instruments and photography.

331. *Geology.* Three credit hours. Elective for juniors and seniors. Underground materials, structure, and recoverable resources are studied. Common rocks and minerals, field studies, pictures, films, diagrams, geologic and topographic maps aid in this study. Laboratory hours to be arranged.

351, 352, 353. *General Science.* Nine credit hours, three each quarter. Three class periods a week. Laboratory arranged as required. Elective as a special interest course. Required of students electing the Science-Mathematics area. Open to juniors and seniors. The philosophy of science teaching, aids in teaching, such as, field trips, visual aids, laboratory, etc. The last quarter is given over to observation and practice teaching and planning work of the science teacher in the high schools, acquaintance with textbooks, laboratory and reference material.

*441. *Qualitative Analysis.* Three credit hours. One class period and two two-hour laboratory periods a week. The class discussion deals with

the theoretical aspects of the subject. In the laboratory a study of reactions and the detection of unknowns is made. Prerequisite: General Chemistry 211, 212, 213.

*442, 443. *Quantitative Analysis.* Six credit hours. Theories and techniques are discussed in class and the analyses of substances by gravimetric, volumetric, and colorimetric methods, are made. Prerequisite: 441.

*451, 452. *Organic Chemistry.* Six credit hours. Two class periods and one two-hour laboratory period a week. These courses deal with important organic compounds of the hydrocarbons and carbohydrates with particular emphasis upon foods and textiles. Prerequisite: A year of general chemistry.

453. *Organic Preparations.* One lecture, three double laboratory periods per week. Four credit hours. Prerequisite 451 and 452. This course is designed to give students experience in preparing more complex organic chemicals as well as the use of advanced laboratory equipment.

401, 402, 403. *Modern Physics.* Nine credit hours. Prerequisite: General Physics or its equivalent. Elective for seniors majoring in science.

A review of physical principles leading to a study of modern theories and applications, such as, quantum, theory, relativity, nuclear physics. Lectures, demonstration, research, discussion and laboratory work.

* May have 4 hours per quarter.

LIBRARY DEPARTMENT

MISS CATES, MRS. PARKS

241. *Library Methods.* Three credit hours. Two class periods a week. Five hours of laboratory and practice work a week. Elective for juniors and seniors. Class limited to 15 students per quarter. A course designed primarily for students who may become teacher-librarians in public schools. Special emphasis will be placed on the organzation, administration and function of the school library in the modern educational system. Introductory work in selection and ordering of books, supplies, and free and inexpensive material; mechanical preparation of books, simplified cataloging, classification, and library records. A laboratory fee of one dollar is charged for this course.

SUMMARY OF ENROLLMENT
1945-1946

SUMMER QUARTER, 1945

Freshmen		98
Sophomores		57
Juniors		64
Seniors		69
Specials		15
Post Graduates		1
Men	23	
Women	281	
TOTAL		304

REGULAR SESSION, 1945-1946

Freshmen		131
Sophomores		39
Juniors		38
Seniors		43
Specials		6
Men	128	
Women	129	
TOTAL		257

Total in Summer Quarter and Regular Session	561
Extension (Including Duplicates)	504
Laboratory School, Summer Quarter and Regular Session	453
Total	1,518
Duplicates in College Classes	56
GRAND TOTAL	1,462

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TATE TEACHERS

College

TROY, ALABAMA

1947-1948

BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXXIV July, 1947 Number 1

Member
The Southern Association of Colleges
And Secondary Schools
The American Association of Teachers Colleges
The Association of Alabama Colleges

CATALOGUE FOR 1947

ANNOUNCEMENTS
FOR
1947-1948

The Sixty-First Year

Published quarterly by Alabama State Teachers College, Troy, Alabama. Entered as Second-Class Matter at the Post Office at Troy, Alabama, under Act of March 12, 1914.

CALENDAR

FALL QUARTER, 1947

SEPTEMBER	9	*Tuesday.* Dormitories Open.
SEPTEMBER	10	*Wednesday.* Orientation and registration of all students.
SEPTEMBER	11	*Thursday.* Class work begins
OCTOBER	20	*Monday.* Last day of registration for a half-quarter's credit.
NOVEMBER	27	*Thursday.* Thanksgiving holiday.
NOVEMBER	29	*Saturday.* Close of Fall Quarter.

WINTER QUARTER, 1947-48

DECEMBER	1	*Monday.* Registration and beginning of class work.
DECEMBER	19	*Friday.* Christmas holidays begin.
DECEMBER	29	*Monday.* Class work resumes.
JANUARY	19	*Monday.* Registration for a half-quarter's credit.
FEBRUARY	28	*Saturday.* Close of Winter Quarter.

SPRING QUARTER, 1948

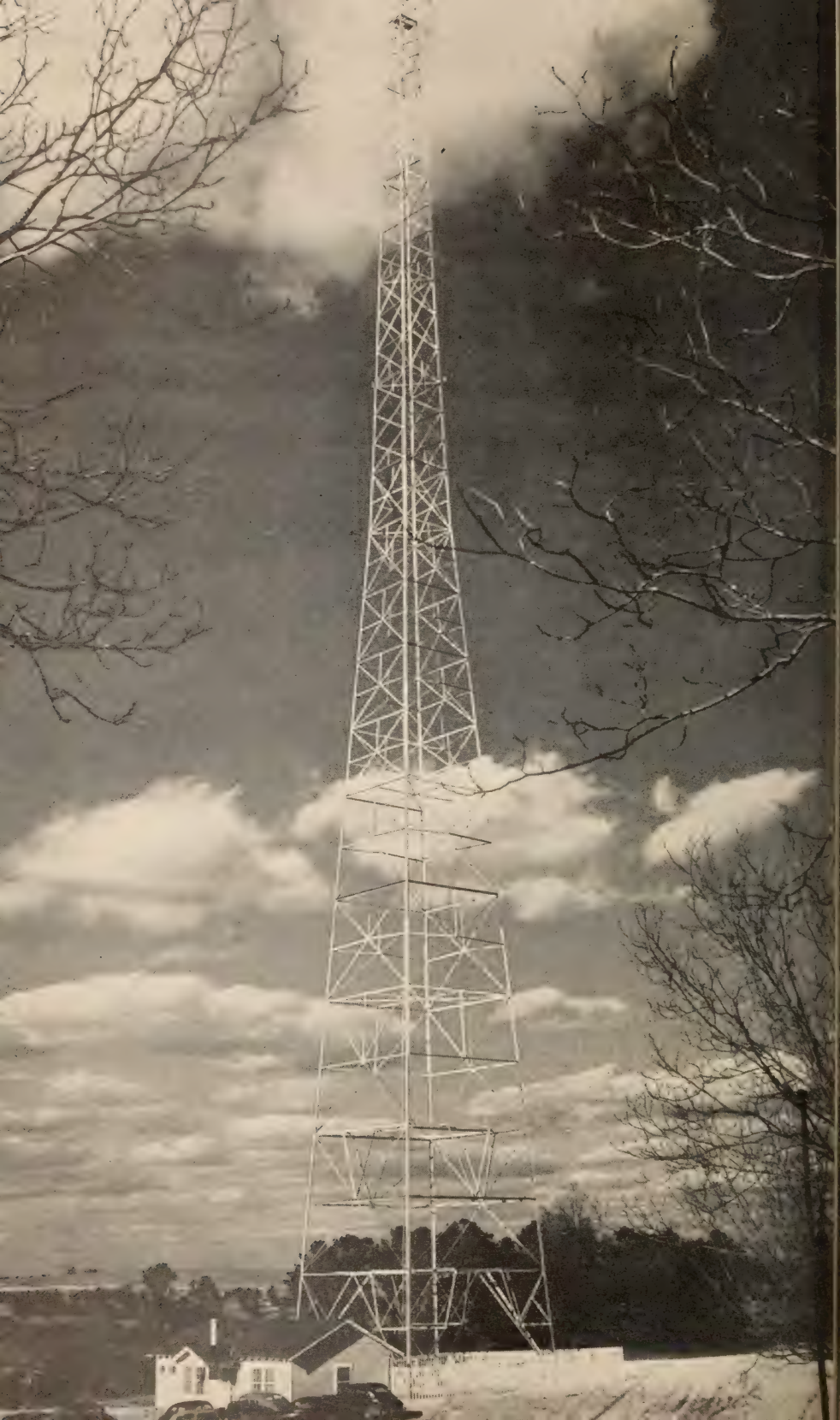
MARCH	1	*Monday.* Registration and beginning of class work.
APRIL	12	*Monday.* Registration for a half-quarter's credit.
MAY	21	*Friday.* Close of Spring Quarter.

SUMMER QUARTER, 1948

JUNE	1	*Tuesday.* Registration.
JUNE	2	*Wednesday.* Class work begins.
JULY	6	*Tuesday.* Close of the first session of the Summer Quarter.
JULY	7	*Wednesday.* Registration for the second session of the Summer Quarter, beginning of class work.
AUGUST	13	*Friday.* Graduation exercises, 10:00 A. M. Close of Summer Quarter.

Classes will meet on the following Saturdays:
June 5, 19; July 3, 17; August 7.

Students entering after class work begins must pay an extra fee of $2.00 for late registration.



STATE BOARD OF EDUCATION

Governor JAMES E. FOLSOM, *President,* Montgomery, Alabama

Name	*Address*	*Congressional District*	*Term Expires*
C. M. A. ROGERS	Mobile	First	1949
EARL MCGOWIN	Chapman	Second	1947
H. L. UPSHAW	Eufaula	Third	1949
HARRY M. AYERS	Anniston	Fourth	1951
JOE STARNES	Guntersville	Fifth	1949
L. H. ELLIS	Columbiana	Sixth	1951
DR. J. S. WITTMEIER	Oneonta	Seventh	1947
A. H. CARMICHAEL	Tuscumbia	Eighth	1947
DONALD COMER	Birmingham	Ninth	1949

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Montgomery, Alabama

OFFICERS OF ADMINISTRATION

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TRUMAN M. PIERCE, PH.D. ..... *Dean*

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MRS. ANNETTE S. PARKS, B.S. ..... *Librarian and Secretary of Laboratory Training School*

MRS. MARTHA K. ROSE ..... *Secretary*

FACULTY

CHARLES BUNYAN SMITH, B.S., M.A., ED.D.
President
B.S., George Peabody College for Teachers, 1922, M.A., 1927; Ed.D., Teachers College, Columbia University, 1940; President, State Teachers College, Troy, 1937—

MILDRED OLLIE ARANT, B.S.
Second Grade
B.S., Florida State College for Women, 1934; State Teachers College, Troy, 1947—

ALWYN JAMES ATKINS, B.S., M.S.
Science
B.S., University of Chattanooga, 1939; M.S., University of North Carolina 1942; State Teachers College, Troy, 1946—

MARTHA JANE BALLARD, B.S., M.A.
Art
Alabama College, 1916-17; B.S., University of Alabama, 1918; Teachers College, Columbia University, 1928; M.A., University of Chicago, 1935; Troy State Teachers College, 1931—

DORIS BITTLE, B.S.
Art
B.S., George Peabody College for Teachers, 1947; State Teachers College, Troy, 1946—

ELIZABETH PRUETT BLACKWELL, B.A., M.A.
English and Spanish
B.A., Texas State College for Women, 1937; M.A., University of Texas, 1941; State Teachers College, Troy, 1946—(Part-time)

JOHN WHILDEN BLACKWELL, B.A., B.Litt., M.A.
English and Foreign Languages
B.A., University of South Carolina, 1918; B.Litt., Columbia University, 1920; Student at Institute d'Etudes de Touraine, France, Summer, 1931; M.A., University of South Carolina, 1932; State Teachers College, Troy, 1946—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History
Graduate, Troy State Normal College, 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian
B.A., in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

ALBERT E. CHOATE, B.S., M.S.
Health and Physical Education for Men
Superintendent of Buildings and Grounds
B.S.. East Tennessee Teachers College, 1926; Graduate Student, University of North Carolina, 1927; George Peabody College for Teachers, 1928; Alabama Polytechnic Institute, M.S., 1946; Northwestern University Coaching School, 1937; Louisiana State University, summer 1939, 1940; State Teachers College, Troy, 1937—

VIRGIL LEE COLLINS, B.S., M.A.
Mathematics
B.S., George Peabody College for Teachers, 1925; M.A., University of Alabama, 1940; five quarters additional graduate work toward doctorate, George Peabody College for Teachers; State Teachers College, Troy, 1946—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

ROBERT HUGH ERVIN, B.A., M.A., ED.D.
Psychology
B.A., University of Virginia, 1918; M.A., 1920, M.Ed., 1923, Ed.D., 1929, Harvard University; State Teachers College, Troy, 1931—

CURREN ADAMS FARMER, B.S., M.A.
Health and Physical Education for Men
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

CURREN MONROE FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College, 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

LAURESON FORRESTER, B.S., M.A.
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B.S., Peabody College, 1926, M.A., 1933; State Teachers College, Troy, 1933—

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Science
Alberta Normal School, Canada, 1929; B.S., University of Alberta, 1933; M.A., Columbia University, 1937; Ph.D., Columbia University, 1939; State Teachers College, Troy, 1946—

NINA RUST FRASER, B.A., M.A.
B.A., Louisiana Northwestern Institute, 1936; M.A., Columbia University, 1937; State Teachers College, Troy, 1946—(Part-time)

LUCILLE MARGARET GARRETT, B.S., M.A.
Dean of Women
B.S., Alabama Polytechnic Institute, 1931; M.A., Teachers College, Columbia University, 1944; further work at Iowa State College; State Teachers College, Troy, 1945—

LORAINE ESTELLE HAMIL, B.PH., M.PH., B.S., M.A.
Third Grade Critic Teacher
B.Ph., Troy State Normal College, 1896, M.Ph., 1898; B.S., Peabody College, 1921; M.A., University of Alabama, 1936; State Teachers College, Troy, 1905—

MARY THOMAS HERRINGTON, B.S.
Personnel Assistant
B.S., Troy State Teachers College, 1945; State Teachers College, Troy, 1945—

MARTHA HELEN HOWARD, B.S.
Business Education
B.S., Troy State Teachers College, 1940; Summer, 1946, Columbia University; State Teachers College, Troy, 1946—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S., Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

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English and Foreign Languages
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

ESTHER MURPHY, B.S., M.A.
Sixth Grade Critic Teacher
State Teachers College, Troy, Alabama; B.S., Alabama Polytechnic Institute; Teachers College, Columbia University, 1946; State Teachers College, Troy, 1943—

ANNETTE SHACKELFORD PARKS, B.S.
Assistant Librarian
B.S., Troy State Teachers College, 1942; State Teachers College, Troy, 1943—

LAWRENCE L. PETERSON, B.E., M.S.
Music
B.E., State Teachers College, Moorhead, Minnesota, 1935; Graduate Student, State Teachers College, Moorhead, 1935-36; Concordia College Conservatory of Music, Fargo, N. D., 1936-37; University of Southern California, 1938-39; Summer Sessions, 1938, 1939, 1940; M.S., University of Southern California, 1941; State Teachers College, Troy, 1939—

TRUMAN MITCHELL PIERCE, B.A., M.A., Ph.D.
Dean and Education
B.A., Piedmont College, 1926; M.A., University of Alabama, 1939; Ph.D., Teachers College, Columbia University, 1946; State Teachers College, Troy, 1946—

ANNIE MAE POWELL, B.A., M.A.
English
B.A., Wesleyan College, 1924; M.A., Duke University, 1939; State Teachers College, Troy, 1946—

DOROTHEA PHILLIPS PUTMAN, B.A., M.A
English
B.A., Huntingdon College, 1935; M.A., Duke University, 1941; Student at University of Virginia, Summer School, 1942; State Teachers College, Troy, 1946—(Part-time)

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Music
B.A., Western Kentucky State Teachers College, 1928; Graduate student, New York University, 1930; Voice (private), 1932; Glee Club Director, 1936-40; State Teachers College, Troy, 1928-29, 1943—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of N.C., 1930-31; State Teachers College, Troy, 1919—

MYRA SEGARS, B.PH., B.S., M.A.
Mathematics
B.Ph., Troy State Normal College, 1900; B.S., Teachers College, Columbia University, 1923, M.A., 1929; State Teachers College, Troy, 1915—

OPHELIA SMITH, B.S.
Fourth Grade Critic Teacher
B.S., State Teachers College, Florence; George Peabody College for Teachers; State Teachers College, Troy, 1943—

PEARL NEWELL SMITH, B.S.
Fourth Grade
B.S., Troy State Teachers College, 1941; Alabama Polytechnic Institute; Duke University; State Teachers College, Troy, 1946-1947

L. LEMAR STEPHAN, B.S., PH.M.
Geography
B.S., Western Kentucky State Teachers College, Bowling Green, 1932; Ph.M. in Geography, University of Wisconsin, Madison, 1933; further graduate study, Clark University, Worcester, Mass.; State Teachers College, Troy, 1941—

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Special Assistant in History and English
B.A., Alabama College, 1933; M.A., Peabody College, 1935; State Teachers College, Troy, 1945-46.

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English and Speech
B.O., University of Pittsburgh, 1928; B.A., Elon College, 1930; M.A., Columbia University, 1931; State Teachers College, Troy, 1946—

DELORES W. TOBISKA, B.A.
Dean of Women
B.A., Doane College, Crete, Nebraska; Christian College for Women, Columbia, Mo.; Northwestern University; Teachers College, Columbia University, 1946-1947; State Teachers College, Troy, 1947—

WILLIAM T. WILKS, B.S., M.S.
Science
B.S., 1930, M.S., 1935, Alabama Polytechnic Institute; Columbia University, Summers 1939, 1940, 1942; State Teachers College, Troy, 1941, 1947—

VIOLET GROSS ERVIN, B.A., MUS.B.
Piano (Private)
B.A., Tennessee College and Diploma in Piano, 1916; Mus.B., Chicago Musical College, 1926; Graduate study, George Peabody College for Teachers, two quarters; Private teacher of Piano, State Teachers College, Troy, 1941—

Additional professors and instructors to be appointed.

FACULTY ORGANIZATION, 1946-1947

ADVISORY COMMITTEE—Dr. Pierce, Dr. Ervin, Professor Sartain, Dr. Kilpatrick, Professor Collins, Dr. Farmer.

COORDINATOR OF INSTRUCTION—Dr. T. M. Pierce.

ASSISTANT COORDINATOR OF INSTRUCTION—Mr. C. A. Farmer.

ADMISSIONS, CLASSIFICATION AND CREDITS—Dr. Ervin, Miss Segars, Mrs. Sawtell.

DISCIPLINE—Dr. Pierce, Prof. Sartain, Miss Garrett, Mr. Choate, and Edwin Howard, President Student Government.

SCHEDULES—Dr. Pierce, Miss Cates, Miss Garrett, Mr. C. A. Farmer.

ATHLETICS—Mr. Bynum, Mr. Choate, Mr. C. A. Farmer, Miss Forrester.

PLACEMENT—Dr. Ervin, Dr. Pierce, Miss Hamil, Miss Murphy, Miss Ballard.

ANNUAL HOMECOMING—Mr. Sartain, Mr. Choate, Dr. Kilpatrick, Mr. C. A. Farmer.

ALUMNI RECORDS—Mrs. Bynum, Mrs. Sawtell, Miss Forrester.

COLLEGE PUBLICITY—Dr. Ervin, Dr. C. M. Farmer, Mrs. Sawtell, Mr. Blackwell, Miss Powell.

COLLEGE PUBLICATIONS—Dr. Ervin, Dr. Kilpatrick, Miss Powell, Mr. Blackwell.

ASSEMBLY AND CONVOCATION—Dr. Ervin, Miss Powell, Mr. Peterson, Miss Stout.

HEALTH AND SANITATION—Miss Forrester, Dr. Colley, Miss Rich.

CURRICULUM AND INSTRUCTION—Dr. Pierce, Dr. Ervin, Dr. Fraser, Miss Cates, Mr. C. A. Farmer.

ANNUAL ALUMNI MEETING AT STATE A. E. A.—Miss Garrett, Miss Segars, Mr. Sartain, Mrs. Rose.

GUIDANCE AND STUDENT PERSONNEL—Dr. Pierce, Miss Garrett, Dr. Ervin, Mr. Sartain, Miss Forrester.

ARTS AND LYCEUM—Dr. Ervin, Mrs. Bynum, Mr. Stephan, Miss Ballard, Mrs. Rainer.

STUDENT AFFAIRS—Dr. Pierce, Miss Garrett, Mr. C. A. Farmer, Mr. Stephan.

EVALUATION AND MEASUREMENT—Dr. Ervin, Miss Elder, Miss Ingram, Miss Smith, Mr. Sartain.

RADIO STUDIO PROGRAMS—Dr. Fraser, Miss Stout, Mr. Peterson.

General Information

DEGREES

The Troy State Teachers College offers two degrees, the Bachelor of Arts and the Bachelor of Science. Either degree may be taken with a major in Education, or without a major in Education.

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has the excellent health and entertainment facilities, paved streets, and conveniences of a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The many social, church, and school organizations furnish frequent wholesome and instructive entertainment; and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are five college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, Pace Hall, and the Health and Physical Education Building, Wright Hall.

Kilby Hall is a one-story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beautiful open court which encloses four large trees and in which is a concrete stage for open air entertainments.

BIBB GRAVES HALL, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the colonial style of architecture; and, for the present, it houses not only the classrooms, but the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

SHACKELFORD HALL is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through—an ideal retreat for the girls who reside on the campus.

PACE HALL is a handsome new three-story dormitory for men. It is built in a modified Georgian style of architecture, and is equipped with all modern conveniences and student-comforts.

A trailer and barracks village with apartments for small families supplements the dormitory accommodations for married students and their families.

EDGAR M. WRIGHT HALL is the Health and Physical Education Building, equipped for basketball and other sports. The building is a handsome, two-story structure of colonial architectural style.

THE SWIMMING POOL. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

GOLF COURSE AND SCENIC DRIVEWAY. A golf course covering many acres of ground, with nine holes and with a par score of 32, is an important campus feature. Students are admitted to the course free and town people pay a small fee. A scenic driveway and a lagoon of several acres furnish other attractive features for recreational life and for instruction in the field sciences.

THE LIBRARY

THELMA K. CATES, Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program

of the institution. This work is supplemented by instruction in the use of the materials in the Library and reading rooms of the Laboratory School housed in Kilby Hall.

The Library book collection now numbers nearly 25,000 volumes; and the periodical list includes 150 magazines. The Library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms.

THE INFIRMARY

JAMES O. COLLEY, JR., M.D., Physician
MARY E. RICH, R.N., College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the College physician, and it is equipped with modern hospital furnishings. Students are well cared for in every particular.

THE COLLEGE SUPPLY STORE

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold. The Store is a recreation center in after-school hours where students gather for refreshment and for a good social time.

THE LABORATORY TRAINING SCHOOL

The Laboratory School is our laboratory school for training teachers for Alabama. The Laboratory School for teachers accepts a large responsibility to Alabama children and to the teacher training program of the State. We are meeting this responsibility by making an intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children includes special work in music, art, and physical education with the assistance of College instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The art work is adequate. The children use many mediums of expression. The physical education work is placing emphasis on the natural development of children. The work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention

to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

DEPARTMENT OF FIELD SERVICE

The Department of Field Service of Troy State Teachers College is offering two types of educational service to the teachers of Alabama. First, the usual academic offerings as described in the Catalogue are being made available to all teachers who desire college credit by extension courses.

Second, field service courses are offered in connection with county and city programs for the improvement of instruction. This service is being emphasized in an effort to promote the State Program of Curriculum Study and Development.

Credit for this work is given on courses in the Teachers College and by the State Department of Education in renewing teachers' certificates.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to recommend teachers to suitable positions.

THE COLLEGE GUIDANCE PROGRAM

Freshman young men and young women at the Troy State Teachers College receive close, thorough, and sympathetic guidance. Each student works under the constant guidance and counselling of his faculty adviser, with whom he must have several hours of instruction and counselling

every week, in the Freshman Program of studies recommended for all incoming freshman students. Faculty members and upper classmen at "Troy" have established a strong tradition of friendliness in their helpful attitude toward seeing to it that every freshman gets the very best start possible on his college career. It is the belief here that an excellent start in college life means that the student is at least half-way in his progress toward real success.

STUDENT ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at "Troy" through organized activities. Students are encouraged to participate actively in those which will promote their personal growth and development, and which help them to make their best contributions to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus.

The purpose of this organization is to provide opportunities for the practice of good citizenship; to promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.

Officers for 1946-47		Officers for 1947-48	
President	Edwin Howard	President	William Coffield
Vice-President	Charles Trussell	Vice-President	Bruce Long
Secretary	Marion Nixon	Secretary	James O'Neal

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

THE SOCIAL COMMITTEE

The Social Committee is composed of a chairman and seven committee members. Their object is to promote social activity and entertainment for the students.

INTERNATIONAL RELATIONS CLUB

The International Relations Club exists for the purpose of stimulating intelligent interest in international affairs.

It consists of two groups—senior members and junior members. To become eligible for senior membership one must possess an average of 85 or above for three consecutive quarters and show qualities of leadership, character, and interest in international affairs. Junior members must have attended this College for at least one quarter and show interest in international affairs.

This club sponsors a well-rounded library of books on current topics donated by the Carnegie Endowment Fund. Each month it receives a news summary of national and international events. Other worthwhile activities that the club sponsors are exhibits, educational forums, addresses by noted speakers, and an annual banquet.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the Library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

DRAMATIC CLUB

Membership in the Dramatic Club is open to any student who is interested in the study, writing, and production of plays, and who has some talent in that field.

KAPPA DELTA PI

The Kappa Delta Pi is a professional Education fraternity which invites to membership junior and senior students who have distinguished scholarship records and show fine promise in making outstanding contributions in the teaching profession.

COLLEGE BAND

The College Band stimulates interest in instrumental music and offers opportunity for study and practice of band music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Band performs throughout the year and gives concerts during the Commencement seasons and on special occasions.

"T" CLUB

Men who have earned a letter in football, basketball, and baseball are eligible for membership in this organization.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

THE RELIGIOUS COUNCIL

The Students Religious Council is an organization open to all students of any denomination. It was organized in 1943 to promote religious activities on the campus and to coordinate the efforts of the young people's organizations of the different churches in Troy. The Council is responsible for devotional services held in Shackelford Hall.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, etc. The "Troy" W. A. A. is a member of the National Athletic Association.

CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality.

Speakers representing many fields of interest and knowledge are presented on the weekly Assembly programs.

EXPENSES

Board in Dormitories—$97.50 per quarter, payable in advance or in three equal payments of $32.50 each.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$3.00 per quarter. This fee is paid by all students and is not subject to refund.

Deficiency Examination Fee—A fee of $1.00 is charged for each deficiency examination.

Diploma Fee—All degree graduates pay a fee of $10.00.

Out of State Fee—All students residing in other states must pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property.

Following is a schedule of Laboratory and Material Fees:

Course No.	*Name of Course*	*Fee*
131, 132, 133	Bio-Social Course	$1.00
231, 232, 233	Man and Natural Environment	1.00
281, 282, 283	Elementary Typing	10.00
381, 382, 383	Advanced Typing	10.00
241	Mechanical Drawing	9.00
141-2-3; 241-2-3; 341-2-3; 441-2-3		
151-2-3; 251-2-3; 351-2-3; 451-2-3		
	Applied Music—Materials Fee	3.00
The fee for use of practice-pianos will vary with the amount of practice.		
361, 362,	Science for Elementary Teacher	2.00
211, 212, 213	General Chemistry	3.00
341, 342, 343	General Physics	3.00
351, 352, 353	General Science	2.00
441	Qualitative analysis	3.00
442	Organic Chemistry	3.00
453	Organic Preparations	3.00
401, 402, 403	Modern Physics	3.00
	Psychology—Materials Fee	1.00

131, 132, 133	Music—Materials Fee	1.00
231, 232, 233	Private Lesons for credit in: Piano, voice and instruments	15.00
	Solid Geometry	9.00

A deposit of $5.00 per quarter as a breakage fee is required of all students in Physics and Chemistry. Any unused amount will be refunded at the end of the quarter.

ROOM AND BOARD FOR WOMEN

The State Teachers College is provided with a well equipped, modern dormitory for women and a new modern dormitory for men. The rates for accommodations are as follows:

For one quarter of three months, see Expenses. This includes room, heat, lights, and table board. Irons for use in the dormitory must be furnished by the student. A deposit of 50 cents is required for room key, and it is refunded when the key is returned to the dormitory office.

Students withdrawing for unavoidable reasons have the unused part of the board refunded. The school will have to decide when the withdrawal is unavoidable, and in calculating the amount of the refund the following rates are charged for board: For a month $32.50; for less than a month and more than a week, $8.25 a week; for less than a week, $2.00 per day. No deductions are allowed for absence of a shorter time than two weeks, and then the absence must be for providential cause. Students entering late but receiving credit for a full quarter's work must pay for the entire quarter's expenses.

No room is reserved until the reservation fee of $1.00 has been paid to the Treasurer of the College. This $1.00 is credited upon the first month's board.

All boarding students, whether in town or in the dormitories, are subject to the same general regulations, and no student is permitted to board where these regulations are not adopted and maintained as the law of the house.

Students should furnish for room use a cover for couch bed, two pillow cases, four sheets, blankets, or comforts, clothes bag, and six towels. All bedding should be for single beds. All linens should be plainly marked with the student's name.

ROOMS FOR MEN

Besides the New Boys Dormitory the college has well equipped emergency housing units where single men may secure a room for $12.00 per

quarter. Men living in these units may secure meals in the College Dining Room in Shackelford Hall for $85.50 per quarter; in the school Cafeteria; or at any of the excellent eating places in the city. Also in the residences of Troy men students may find board and rooming accommodations suited to their varying need, tastes, and purses.

ACCOMMODATIONS FOR MARRIED COUPLES

The college has a number of well equipped modern family unit apartments and well equipped trailers for rent to married couples. These rent for $15.00 to $21.00 per unit per month including light and water. Reservations should be made early.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges in Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusements is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky, or President C. B. Smith, Troy, Alabama, for full information. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs. Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Memorial loan funds for assistance to superior students have been established by friends in honor of: Dr. F. J. Cowart, Dr. E. M. Wright, Mr. J. C. Foshee, and Mrs. Wyche G. Pruett.

Loan funds have been established also by the Alabama Federation of Women's Clubs, the "Troy" Women's Athletic Association, the Geneva Athenaeum Club, the Birmingham News, and the Geographic Study Club of Troy. Applications for assistance from these funds may be made to the College Treasurer, who will file each application with the proper official in charge of each respective fund.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Room should be engaged as early as posible. Reservations for room in Shackelford Hall should be made by sending $1.00 to the Secretary of the College.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

TEACHERS' CERTIFICATES

The courses of study described in this catalog have been approved by the State Board of Education for the training of elementary and secondary teachers in Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below.

A Limited Elementary Professional Certificate may be issued to a person who has not previously held a regular Alabama teacher's certificate and who completes prior to September 1, 1945 four quarters of a curriculum approved for the training of elementary teachers. The applicant must complete a minimum of nine quarter hours of credit in professional elementary education, three hours of which must be in directed teaching in the elementary grades.

This certificate is valid for a period of one year and may be continued for a period of one year from date of lapse upon the completion by the holder of a minimum of fifteen quarter hours of credit earned in residence at an institution approved for the training of elementary teachers by September 1 next following the date of expiration of the certificate. If this certificate is allowed to lapse it cannot under any conditions be reinstated.

A Class C Elementary Professional Certificate may be issued to a person who has completed the three years of work prescribed by the State Board of Education for this certificate.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A Class B Elementary Professional certificate may be issued to a person who has graduated with a bachelor's degree in a curriculum approved for the training of elementary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades, as conditions may require.

A Class B Secondary Professional Certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of secondary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach the subjects named on its face, and other high-school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

REQUIREMENTS FOR THE CLASS C ELEMENTARY PROFESSIONAL CERTIFICATE

Effective September 1, 1946

Subject	*Quarter Hours*
Education and Psychology	30
English and Literature	18
Social Studies	12
Geography	6
Science—Biology, Physical Science	15
Health, Physical Education	6
Applied Mathematics	3
Music	6
Arts	6
Special Interest Courses	27
Contributing Courses	15
From: English 361; Social Studies 361; History 444; American History; Science 361-362; Art 461; Music 461; Phys. Education 361.	
Total Hours	144

Note: 146 to 156 hours are required for people entering before June, 1942.

REQUIREMENTS FOR THE B.S. DEGREE FOR ELEMENTARY TEACHERS AND THE CLASS B ELEMENTARY CERTIFICATE

Subject	*Quarter Hours*
Education and Psychology	48
English	21
History and Social Studies	21
Science (Biology, Physical Science, Sc. 361-362)	21
Geography	6
Health and Physical Education	12
Music, Rhythm	9

Arts	9
Applied Mathematics	3
Special Interests and Electives	42
Total	192

ENTRANCE REQUIREMENTS

1. *Admission by Certificate.* An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. *Admission by Certificate and Examination.* An applicant from an unaccredited high school who presents a satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. *Admission by Examination.* An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. *Admission as Special Students.* Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. *Admission with Advanced Standing.* Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

ADMISSION OF WAR VETERANS

Advanced standing for training and study during the War will be allowed according to the standards adopted by the Alabama State Teachers Colleges and recommended by the American Council on Education. Every consideration consistent with an honest administration of college work and instruction, will be shown to all Service men and women.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with 48 hours of credit are classified as sophomores: those with 96 hours are classified as juniors; and those with 144 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load of 16 hours. Only students who have made an average grade of B on their previous quarter's work will be permitted to take extra hours of instruction.

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load. The normal load is sixteen hours.

Students enrolling one week after class work begins have their load reduced for that quarter unless during their last quarter in college they made an average grade of B. Those entering as late as the beginning of the third week must take three hours less than the normal load; and if any wish to enroll still later, they are limited to credit for a half-quarter. Students are not permitted late enrollment beyond one day on a half-quarter of work.

The minimum load for any student is considered to be twelve hours for the quarter except by special permission.

Persons living near the college who wish to register for one or two courses for which they are qualified to enter may register as part-time students upon application to the registrar.

A student withdrawing is entitled to no credit unless the registrar has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

* GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree from a state teachers college must satisfy the following conditions:

1. No student will be permitted to graduate with less than three-quarters of full-time residence work, one of which must be the quarter next preceding the awarding of the degree.
2. Not more than one-fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.
3. At least ninety clock hours of supervised or directed teaching must be completed by candidates for the bachelor's degrees with a major in either elementary education or secondary education.

COURSE SUMMARY FOR B.A. AND B.S. DEGREES

FRESHMAN YEAR

Course No. and Title	Credit Hours
131, 132, 133. *Bio-Social Development of the Individual* .... (Human Biology (9); Health and Physical Education (3); Psychology (3); Problems of Modern Society (6).)	21
131, 132, 133. *The Arts in Individual Development* ..... (Literature, including drama (3); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	9
111, 112, 113. *Service Course in English*	9
Elective	9
Total	48

SOPHOMORE YEAR

231, 232, 233. *Man and His Natural Environment* ..... (Physical Science (6); Geography (3).)	9
231, 232, 233. *Regional and National Socio-Economic Problems* ..... (Social Studies (6); Geography (3); Social Psychology (3).)	12

*See pages 24 and 25 of Catalog dated July 1, 1941 for summary of credit-hours required for students entering college prior to September of 1940.

231, 232, 233.	*The Arts in Contemporary Society* (Literature, including Drama (6); Music and Rhythm (3); Plastic, Industrial, Graphic and Home Arts (3).)	12
231.	**Applied Mathematics*	3
	Physical and Health Education (Elective)	3
	Elective	9
	Total	48

B.S. DEGREE IN ELEMENTARY EDUCATION CURRICULUM

JUNIOR AND SENIOR YEARS

Course No. and Title		Credit Hours
Psy. 331, 332, 333.	*Child Development in the Community and Region* (Human growth and development (6); educational psychology (3).)	9
Educ. 371, 372, 373.	*Elementary Education Seminar and Student Teaching* (Orientation to teaching (3); selection and organization of instructional materials (6); directed teaching (6).)	15
Educ. 431, 432, 433.	*Social and Philosophic Foundations of Education* (History of education (3); principles of education (3); social philosophy (3).)	9
Educ. 471, 472, 473.	*Elementary Education Seminar and Student Teaching* (Child guidance (3); administration and supervision of instruction (3); directed teaching (3).)	9
Eng. 361.	*Literature for the Elementary Teacher*	3
P. Ed. 361.	*Health and Physical Education for the Elementary Teacher*	3
Hist. 361.	*Social Studies for the Elementary Teacher*	3
Sc. 361-362.	*Science for the Elementary Teacher*	6
Music 461.	*Music for the Elementary Teacher*	3

* Not required of students taking a Mathematics minor or major.

Art 461.	*School and Home Arts for the Elementary Teacher*	3
Hist. 444.	*Alabama History*	3
Hist. 201, 202, 203 or 403	*American History*	3
P. Ed. Elective	(Elective)	3
Electives from either professional or non-professional courses		6
Special Interest Courses (Elective)		18
	Total	96

SECONDARY EDUCATION CURRICULUM FOR B.A. AND B.S. DEGREES

JUNIOR AND SENIOR YEARS

Course No. and Title — Credit Hours

Psy. 331, 332, 333. *Child Development in the Community and Region* 9

(Human growth and development (6); educational psychology (3).)

Educ. 381, 382, 383. *Secondary Education Seminar and Student Teaching* 9

(Materials and methods in the area of specialization or in the core program (6); directed teaching (3).)

Educ. 431, 432, 433. *Social and Philosophic Foundations of Education* 9

(History of Education (3); principles of education (3); social philosophy (3).)

Educ. 481, 482, 483. *Secondary Education Seminar and Student Teaching* 15

(Pupil guidance (3); selection and organization of instructional materials (3); administration and supervision of instruction (3); directed teaching (6).)

Subject Concentrations for B.S. Degree (for students entering before 1947).

English-Social Studies Area

English (Elective)	18
Social Studies (Elective)	18
English, Social Studies, or Contributing Areas	18

OR

Science-Mathematics Area

Science (Elective)	18
Mathematics (Elective)	18
Science, Mathematics, or Contributing Areas	18

OR

English-Business Education Area

English	18
Business Education	36

Subject Concentrations for B.A. and B.S. Degrees (in force from 1947 and thereafter).

Courses in a Major subject or field, hours (including required and elective courses taken prior to junior year).	48
Courses in a Related Minor subject, hours	27
Courses in a Second Minor subject, hours	27
Courses in Major, Minor, and Elective subjects	54
Total	96

NEW REQUIREMENTS FOR DEGREES—1947

The Troy State Teachers College offers two degrees, the Bachelor of Arts and the Bachelor of Science. Either degree may be earned with or without a major in Education. A major in Education will be necessary to qualify a graduate for an Alabama teacher's certificate, whether the student qualifies for the B.A. or the B.S. degree.

Students registering under the regulations in force in 1947 will be permitted to graduate under those regulations until a time to be announced at a later date. The requirements for graduation with a major in Elementary Education are unchanged, except that a student by completing all the courses in Elementary Education required for the B.S. degree, may satisfy the major and minor requirements for the B.A. degree and receive the latter degree.

For either the B.S. or the B.A. degree the new requirements include: completion of the required courses of the freshman and sophomore years; a major of 48 hours in one field of study; a minor of 27 hours in a field closely related to the major field; and a second minor of 27 hours in any field of study.

During the present transition period, the requirement of a field or subject major of 48 hours may be reduced to 36 hours upon the request of the department concerned and with the approval of the Dean of the College.

The required courses in the freshman and sophomore years are counted toward majors and minors.

Free electives may be chosen from any courses offered by the College; but no less than 9 hours may be offered in a single field as a free elective.

B.A. Degree Requirements:

A major in English, History and Social Science, or Mathematics.

A minor in Foreign Language. A second minor in an optional field.

Prospective high school teachers will be required to take a major in Education, instead of the optional minor.

B.S. Degree Requirements:

A major in Biological Science, Business Education, Mathematics, Physical Education, or Physical Science.

A related minor and an optional minor.

The related minor with the major in Biological Science must be in Physical Science; and the related minor with the major in Physical Science must be in Mathematics. The related minor in the case of the major in Mathematics must be in Physical Science.

Prospective high school teachers will be required to take a major in Education instead of the optional minor.

Minors are offered in the fields of: Art, Business Education, Education, English, Foreign Languages, Geography, History and Social Science, Mathematics, Music, Physical Education, Psychology, and Science.

DEPARTMENTAL REQUIREMENTS FOR MAJORS AND MINORS:

Required work in first two years of college:

	Hrs.
Biology	9
Physical Education	3
English	18
Physical Science	9
Art	6
Music	6
Geography	3
Psychology	6
Mathematics	3
Social Studies	12

DEPARTMENTAL REQUIREMENTS FOR MAJORS

BUSINESS EDUCATION:
See page 39.

EDUCATION AND PSYCHOLOGY:

Required courses in first two years 133, 233	6
Psychology 331, 332, 333	9
Education 431, 432, 433	9
Secondary Education Seminars and Student Teaching 381, 382, 383, 481, 482, 483	24
	48

For a major in Elementary Education, see requirements on page ...

ENGLISH:

Required courses in first two years	18
English 211, 212, 213, 401, 403	15
Elective Junior and Senior English courses	15
	48

HISTORY AND SOCIAL SCIENCE:

Required courses in first two years: Social Studies 12; Psychology 3, Geography 6	21
History and Social Studies electives	27
	48

(Only nine hours of Social Psychology and nine hours of Geography may be included in this major.)

MATHEMATICS:

Math 101, 102, 103, 104, 202, 203, 311, 312, 313, 412, 413	33
Mathematics electives	15
	48

PHYSICAL EDUCATION:

Required courses in first two years	3
Health and Physical Education 341, 342, 343, 331, 332, 333, 351, 352, 381	24
Health and Physical Education 443, 481, 482, 483 or 484, 485, 486	9
Science, Personal Hygiene 213	9
Elective Physical Education Activity	3
	48

SCIENCE: (1) PHYSICAL SCIENCES:

Required courses in first two years 231, 232, 233	9
Chemistry 211, 212, 213	12
Physics 341, 342, 343	12
Science Electives	15
	48

SCIENCE: (2) BIOLOGICAL SCIENCE:

Required courses in first two years 131, 132, 133	9
General Zoology 241, 242, 243	9
General Botany 251, 252, 253	9
Elective biological courses in junior and senior years	21
	48

DEPARTMENTAL REQUIREMENTS FOR MINORS

BUSINESS EDUCATION:

Secretarial Science, including Shorthand and Typewriting	12
Accounting, including Bookkeeping	9
Business Administration and Related Subjects, Electives	6
	27

EDUCATION:

(The Education minor does not qualify one for a teacher's certificate).

Required Psychology courses in first two years, 133, 233	6
Education 431, 432, 433	9
Education electives	12
	27

ENGLISH:

Required courses in first two years 111, 112, 113, 131, 132, 133, 231, 232, 233	18
English electives	9
	27

FOREIGN LANGUAGE:

One foreign language (French or Spanish)	18
Second foreign language (French or Spanish)	9
	27
or	
One foreign language	27

GEOGRAPHY:

Science 232, 233	6
Social Science 231	3
Geography 251, 252	6
Geography electives	12

HEALTH AND PHYSICAL EDUCATION:

Required courses in first two year, 131, 132, 133	3
Physical Education 351, 352	6
Physical Education 381, 443	6
Physical Education 481, 482, 483	6
Physical Education electives	6
	27

HISTORY AND SOCIAL SCIENCE:

Required courses in first two years: Social Studies 12; Psychology 3; Geography 6	21
History electives	6
	27

MATHEMATICS:

Mathematics 101, 102, 103, 104, 202, 203	18
Mathematics electives	9
	27

PSYCHOLOGY:

Psychology courses in first two years, 133, 233	6
Psychology of Human Development 331, 332, 333	9
Psychology electives	12
	27

SCHOOL AND APPLIED ART:

Required courses in first two years 131, 132, 133, 231, 232, 233	6
Art 211, 212, 303, 403	12
Art electives	9
	27

SCHOOL AND APPLIED MUSIC:

131, 132, 133. The Arts in Individual Development	3
231, 232, 233. The Arts in Contemporary Society	3

461. Music for the Elementary Teacher (Required of all students preparing to teach in the elementary school)

or

212. Music for the Secondary School Teacher. (Required of all students preparing to teach in the secondary school)	3
402. Music History	3
431. Harmony I	3
432. Harmony II	3
121. Sight Singing and Ear Training I	3
Applied Music	6
	27

SCIENCE:

Required courses in first two years 131, 132, 133, 231, 232, 232	18
Science electives	9
	27

(Supplementary Requirements for Graduation)

The requirements for the B.S. degree for students entering on or after June 1, 1942, are 192 quarter hours.

A student may take a maximum of 20 hours per quarter, provided he has attained a B average in the preceding quarter.

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

The Curriculum

The College curriculum is based on the educational needs and objectives of the state system of public education. An analysis of these needs and objectives presents a demand for teachers who are qualified to guide students in the meeting of problems of living that are both individual and social in nature. The teacher should have a dynamic and integrated personality. He should have a broad concept of the meaning of democracy and the duty of each individual to contribute to democratic, social, and political life. A teacher should be able to lead his students into an intelligent understanding of the socio-economic needs and potentialities of present day society in Alabama and in the nation. He should be competent to exercise effective leadership in community life. The effective teacher must have a sympathetic understanding of children, and a sufficiently broad cultural background to enable him to guide his students into full and effective living in our democratic society.

The outstanding features of the curriculum are:

(1) It provides a uniform program during the first two years for students preparing to teach in either the elementary or secondary field.

(2) The curriculum provides general education core courses in the first two years and also makes provision for special needs and interests.

(3) Professional education in both the elementary and secondary fields is provided in the educational core courses in the junior and senior years.

(4) In the junior and senior years provision is made for further specialization in areas of major interest and concentration.

(5) Much consideration is given to the fact that campus living is an integral part of the student's education.

The program includes five related bodies of instructional and educative experience.

1. General Education Core
   (for freshmen and sophomores)
2. Special Needs and Interests
3. Professional Education
   (for juniors and seniors)
4. Courses in Area Specialization
   (for juniors and seniors)
5. Campus Living

General Education Core

The term, General Education Core, is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

FRESHMAN YEAR

131, 132, 133. *Individual Development* ..... 30 hours
Bio-Social Development of the Individual
The Arts in Individual Development

SOPHOMORE YEAR

231, 232, 233. *The Individual and His Environment* ..... 33 hours
Man and His Natural Environment
Regional and National Socio-Economic Problems
The Arts in Contemporary Society

Special Needs and Interests

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading, is made. A program is then planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in activities of special interest to them which will contribute to their total development, e.g., activities offered in the following: chorus, band, ensemble music making, orchestra, plastic and graphic arts, school paper, drama, dance, sports, et cetera.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

FRESHMAN AND SOPHOMORE

Science	Literature
Geography	Mathematics
History	Foreign Language
Art	Physical Education
Music	Business Education

Written and Oral English. All freshman students carry a basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in tests in mathematics given at the time of admission, must be met before entering this course.

Physical Education. All students are required to carry some form of physical education activity during their freshman and sophomore years, unless in the opinion of the physical education instructors and the physician it is better for a student to refrain from such activity for a period of time. Physical education activities are selected according to the needs and interests of the student and upon the advice of the physical education instructors.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years; but certain experiences with children, visits to social agencies, and participating in community activities, provide a background for the student's later professional work.

The professional work includes: a study of human development and the social and philosophic foundations of education; directed observation and participation in learning situations; experiences in recognizing and using materials of instruction; and experience in evaluating outcomes.

JUNIOR YEAR

331, 332, 333. Child Development in the Community and Region 9 hours.

371, 372, 373. Elementary Education Seminar and Student Teaching 15 hours.

or

381, 382, 383. Secondary Education Seminar and Student Teaching 9 hours.

SENIOR YEAR

431, 432, 433. Social and Philosophic Foundations of Education 9 hours.

471, 472, 473. Elementary Education Seminar and Student Teaching 9 hours.

or

481, 482, 483. Secondary Education Seminar and Student Teaching 15 hours.

AREAS OF SPECIALIZATION

ELEMENTARY EDUCATION

Students preparing to teach in the elementary school must know and understand the nature and needs of children. They must be concerned about human relationships and group living; about problems, conditions and ideals of our democratic society, and about the effects of present-day economic conditions on children. They must participate in programs of action with children where decisions are made and plans developed. They must develop a background of insight and understanding for use in guiding the experiences of children.

In addition, the elementary teacher will be required to include the following "contributing" courses, or their equivalent, in meeting the requirements for the B.S. degree in Elementary Education: English 361, History 361, History 444, Science 361-2, Health and Physical Education 361, Music 461, Art 461 and at least three hours in American History.

SECONDARY EDUCATION

Students preparing to teach in the secondary school should select their areas of specialization as early as possible in their college careers.

These areas of specialization are designed for preparing the high school teacher:

1. To participate in core curriculum programs.
2. To teach subjects in the area of specialization.
3. To direct one or more student activities.

REQUIREMENTS FOR THE B.S. DEGREE IN SECONDARY EDUCATION

English-Business Education Area

Subject	*Quarter Hours*
Education and Psychology	48
English	36
Business Subjects	51
(This includes 3 hours of Commercial Geography and 3 hours Applied Math.)	
Social Studies	12
Science	15
Geography	3
Health and Physical Education	6
Music	6
Arts	6
Special Interests	9
Total	192

PRE-PROFESSIONAL COURSES

Troy State Teachers College offers opportunities to complete two years or more of work to students who plan to enter schools of law, medicine, nursing, home economics, social welfare, and various schools of engineering.

The program suggested here will be fully accepted by other colleges as basic training for the specialized training. The student is advised, however, to confer with the dean or registrar in regard to the requirements of the particular college to which he plans to go for the completion of his work. The pre-engineering program will differ slightly for the different schools of engineering.

PRE-ENGINEERING

First Year		*Second Year*	
Freshman English	9 hours	Physics	12 hours
Public Speaking	3 hours	Calculus	9 hours
Algebra, Trigonometry, Analytic Geometry	15 hours	Descriptive Geometry	6 hours
Chemistry	12 hours	American History	9 hours
Mechanical Drawing	3 hours	Economics	9 hours
Hygiene	3 hours		
Physical Education	3 hours		

PRE-MEDICINE

First Year		*Second Year*	
Freshman English	9 hours	Chemistry	12 hours
Public Speaking	3 hours	Physics	12 hours
Biology	12 hours	Sophomore English	9 hours
Mathematics	15 hours	World or American History	9 hours
French	9 hours	French	9 hours

PRE-DENTAL

First Year		*Second Year*	
Freshman English	9 hours	Physics	12 hours
Public Speaking	3 hours	Chemistry	12 hours
Biology	12 hours	Elective	21 hours
Chemistry	12 hours	History, English, French, Spanish, Mathematics	
Elective	9 hours		
History, French, Spanish, Mathematics			

PRE-LAW

First Year

Freshman English	9 hours
Public Speaking	3 hours
American History	9 hours
Mathematics, Biology or Chemistry	12 hours
French or Spanish	9 hours
Physical Education	3 hours
Elective History, English	6 hours

Second Year

English Literature	9 hours
History of England	9 hours
Economics	9 hours
French or Spanish	9 hours

Third Year

Sociology	9 hours
Psychology	6 hours
Drama	6 hours
American Government	9 hours
Elective	9 hours

AGRICULTURAL ENGINEERING

First Year

Freshman English	9 hours
Speech	3 hours
Algebra, Trigonometry, Analytic Geometry	15 hours
Chemistry	12 hours
American History	9 hours
Mechanical Drawing	3 hours

Second Year

Physics	12 hours
Calculus	9 hours
Descriptive Geometry	6 hours
Economics	3 hours
Physical Education	3 hours

LABORATORY-TECHNICIAN

First Year

Freshman English	9 hours
Speech	9 hours
Biology	12 hours
Chemistry	12 hours
Social Studies	6 hours
Elective American History, French, Spanish	9 hours

Second Year

Organic Chemistry	6 hours
Bacteriology	3 hours
Sophomore English	9 hours
Social Studies	6 hours
Elective Sociology, Psychology, French, Spanish	24 hours

PRE-NURSING

First Year		*Second Year*	
Freshman English	9 hours	Organic Chemistry	6 hours
Speech	3 hours	Bacteriology	3 hours
Biology	12 hours	Sophomore English	9 hours
Chemistry	12 hours	Social Studies	6 hours
Social Studies	6 hours	Elective	24 hours
Elective	9 hours	Sociology, Psychology, French, Spanish	
American History, French, Spanish			

VOCATIONAL HOME ECONOMICS

First Year		*Second Year*	
Freshman English	9 hours	Organic Chemistry	6 hours
Speech	3 hours	Biology	12 hours
Chemistry	12 hours	Economics	9 hours
American History	9 hours	Industrial Arts	9 hours
Social Studies	6 hours	Physical Education	3 hours
Art	3 hours	Elective	9 hours
Physical Education	3 hours	English, Literature, Psychology	
Hygiene	3 hours		

Courses of Instruction

NOTE—Instructors have the privilege from 1945 to 1947 of changing the number of hours for each course: however, this does not affect the hour requirements in each subject for graduation.

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. *Bio-Social Development of the Individual.* Twenty-one credit hours. Required of all freshmen except by special permission. Continuous throughout the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to maturity; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of revolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. *The Arts in Individual Development.* Nine credit hours. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of: literature; the plastic, graphic, and home arts; and music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to

further the cultural and recreational life of the college campus and surrounding community. Emphasis is placed upon the understanding of the relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. *Man and His Natural Environment.* Nine credit hours. Required for sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community, this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of biology, anthropology, geology, climatology, and ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. *Regional and National Socio-Economic Problems.* Twelve credit hours. Required of sophomores except with permission. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon instiutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in all phases of his activity—regional, national, international —will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. *The Arts in Contemporary Society.* Twelve credit hours. Required of sophomores except by permission. Continuous through the year. This course includes materials from the fields of literature, art, music, and folk dances. It emphasizes the place of the arts in the development and preservation of American culture. (See Art 231, 232, 233; Music 231, 232, 233; English 231, 232, 233; and courses in Physical Education open to sophomores.)

DEPARTMENT OF BUSINESS EDUCATION

MISS HOWARD, MR. COLLINS, MR. SARTAIN, MR. STEPHAN

Stenographic or secretarial work may be taken for one or more quarters by special students who qualify for entrance; and the courses taken may be chosen in accordance with the needs and desires of such special students.

The Business Education curriculum will be offered for the first time during the Fall Quarter of 1946.

231, 232. *Economic Geography.* Six credit hours. Elective. These two courses give a basic understanding of the geographic and economic factors underlying the production and distribution of basic world commodities. Particular emphasis is given to the United States, to Russia, and to other world powers and world regions which produce significant exportable surpluses.

233. *Trade Routes and Trade Centers.* Three credit hours. Elective. The growth of trade routes and centers will be developed to show the variable structures, patterns, and functions of different cities which handle and consume large quantities of foodstuffs, fibers, raw materials for manufacture, and finished commodities. Transportation by air, water, and land merits an adequate study. Effects of economic nationalism, World Wars, and the airplane on established trade centers and routes will justify attention and thought. Finally, trade regions within the global community of nation-states will be studied.

231. *Applied Mathematics.* Three credit hours. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

233. *Commercial Arithmetic.* Three credit hours. General review of the arithmetic of business. Fractions, percentage, interest, ownership, insurance, and profit and loss. Prerequisite for accounting.

281, 282, 283. *Elementary Shorthand.* Two credit hours per quarter through sophomore year. Fundamental principles of shorthand; emphasis on phonetics; business letter dictation.

281, 282, 283. *Elementary Typewriting.* One credit hour per quarter through the sophomore year. The fundamentals of touch typewriting with emphasis on proper position, rhythm, technique and accuracy.

251, 252, 253. *Economics.* Nine credit hours. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

371. *Business Machines and Filing.* Three hours credit. The operation of machines used in the modern business office. Principles and practices of alphabetic, numeric, subject, and geographical filing are included in this course.

381, 382, 383. *Advanced Shorthand.* One credit hour per quarter through the junior year. A continuation of elementary shorthand. Emphasis on the development of skill in reading and writing from printed shorthand; skill in transcription.

381, 382, 383. *Advanced Typewriting.* Two credit hours each quarter. Junior year. A continuation of elementary typewriting with emphasis on tabulation, billing, stencil cutting and secretarial typing.

391, 392, 393. *Elementary, Accounting.* Twelve credit hours. An introduction to the field of bookkeeping, accounting, and business administration; theory of modern accounts; debt and credit; classification of accounts; procedure of recording transactions; work sheets; adjustment of closing of the ledger; balance sheets; profit and loss statement; the more common type of business reports. The application of the principles and accountings to partnerships and corporations, the use of voucher systems; analysis of accounts; tangible and intangible assets; and non-profit organizations. Prerequisite Math. 231 or 233.

461. *Salesmanship.* Three credit hours. A study of principles and practices in advertising, product media, advertisement testing, and campaigns. A minute study of the successful salesman and his methods. A study of psychology employed by the salesman in individual sales projects, to develop student initiative and poise.

462. *Personnel Management.* Three credit hours. A course dealing with the management of labor, touching upon selection, training, placement, turnover, payment policies, employee representation, etc.

471, 472, 473. *Advanced Accounting.* Nine to twelve hours credit. A course including cost accounting, taxation accounting, and an analysis of statements. Its purpose will be to teach standard cost systems, interpretation of tax regulations and preparations of returns, and a deeper understanding of financial reports.

481. *Office Management.* Three credit hours. Three class periods each week. Elective for juniors and seniors in English-Business Education curriculum. Problems involved in planning and directing the functions of business and professional offices; responsibilities and dutes of the office manager, private secretary, and stenographers; selection, training, promotion, and discharge of employees; selection, use, and care of office supplies and equipment; routine procedures, such as handling affairs of office mail, interviewing callers, and appropriate office dress.

482. *Business English.* Three credit hours. Three class periods each week. Elective for juniors and seniors in English-Business Education curriculum. Concentration on sales letters of all types; principles and practices of business letter writing in general; preparation of special business reports, forms, and manuals. Prerequisite: Elementary Typewriting 281, 282, 283 or the equivalent and English 111, 112, 113.

483. *Business Law.* Three credit hours. Three class periods a week. The course deals with the major principles and problems that concern business transactions, such as: contracts, sales, corporations, partnerships, principals and agents, and negotiable instruments.

491. *Money and Banking.* Three credit hours. Three class periods a week. Elective for juniors and seniors in the English-Business Education curriculum. A study of: the meaning and functions of money in our economic life; the inter-relationships of wages, prices, and business activity; the functions and inter-relationships of bank deposits, credits, and loans; the socio-economic functioning of our national banking system.

493. *Marketing.* Three credit hours. Three class periods a week. Elective for juniors and seniors in English-Business Education curriculum. A study of the marketing structure with reference to the marketing problems, functions and methods of farmers, manufacturers, wholesalers, brokers, and retailers. Special attention is given to cost of marketing, unfair competition, market finance, market risk, market needs, market price, and price maintenance.

DEPARTMENT OF EDUCATION

DR. PIERCE, DR. ERVIN, MISS ELDER, MISS MURPHY, MRS. ARANT, MISS HAMIL, MISS INGRAM, MISS SMITH, MRS. SMITH

371, 372, 373. *Elementary Education Seminar and Student Teaching for Juniors.* Required of Juniors preparing for the B.S. degree in elementary education. Fifteen credit hours.

The seminar is continuous through the three quarters of the year with related contacts in the campus elementary school and the community. During one full quarter a large part of the day is spent in student teaching in the campus school, followed by a regularly scheduled conference with the critic teacher on important principles and practices growing out of the day's experience. In the seminar the student compares experiences and evaluates these in terms of sound principles of teaching, learning, and organization. The student shares in planning the work of the seminar, arranges for conferences with subject matter specialists and community workers, and organizes educational trips.

381, 382, 383. *Secondary Education Seminar and Student Teaching for Juniors.* Nine credit hours.

The secondary education seminar may extend through the three quarters of the junior year or may be concentrated in one or two quarters. It includes:

1. Study of the American secondary school, its historical development, objectives and program, organization and administration, and present problems and issues with special emphasis on those of Alabama.

2. Study of the present problems of youth in the United States and in Alabama; appraisal of the work of various local, state, and federal agencies in meeting the needs of youth; and consideration of the responsibility of the public school in meeting the youth situation with particular reference to the extension of secondary school activities to include out-of-school youth and adults.

3. Study of secondary school curriculum and methods with particular reference to the needs of Alabama; the critical examination of various core experiments; plans for extra-curricular activities, guidance, evaluation, records and reports, home-room activities.

4. Observation and participation over a wide range of activities with observation concerned with the whole secondary school in its community setting, and classroom teaching centered in core curriculum work.

431, 432, 433. *Social and Philosophic Foundations of Education.* Nine credit hours. Required of seniors.

This is a culminating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. Special study is made of

the American public school, its historic development, its objectives and program, its organization and administration, and present problems in the United States and Alabama.

471, 472, 473. *Elementary Education Seminar and Student Teaching for Seniors.* Required of seniors preparing for the B.S. degree in elementary education. Nine credit hours.

The work of the junior-year seminar with responsibilities in an off-campus school situation. The student is expected to make himself, in so far as possible, a part of the school and the community, and to acquaint himself with the general organization and administration of the school and its relation to the community, as well as to assume responsibility for some classroom teaching.

481, 482, 483. *Secondary Education Seminar and Student Teaching Practicum.* Fifteen credit hours. Required of seniors in secondary education.

The seminar is so conducted as to provide opportunity for the formation of divisional seminars in the major areas of specialization. The divisional seminars are concerned with the practical problem of utilizing the subject matter of the several areas of specialization in meeting the objectives of the school. The content of each seminar includes such topics as the following: purposes of the major area in secondary education, organization of subject matter in terms of purposes, materials and methods of instruction, contribution of the area to the core curriculum, contribution of the area to other areas in the school, evaluation of results.

As in the junior year, emphasis in observation is placed upon the whole secondary school in its entire community setting, and participation includes a wide range of activities. Classroom teaching is centered largely in the high school subjects represented by the area of specialization with ample opportunity to work in the core curriculum.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

DR. KILPATRICK, MR. BLACKWELL, MRS. BLACKWELL, MRS. FRASER, MISS POWELL, MRS. PUTNAM, MISS STOUT
LIBRARY: MISS CATES, MRS. PARKS

ENGLISH

111, 112, 113. *Written and Oral English.* Three credit hours each quarter. Required of all freshmen. A review of the fundamentals of

grammar and the mechanics of writing, with frequent written work. In 112 and 113, the reading, criticism, and analysis of representative stories, dramas, essays, and poems with a view to learning to write and punctuate *directly* from the best authors. Closely cooperative with other core courses —aiding in preparation of papers, note taking, vocabulary building.

131, 132, 133. *The Arts in Individual Development.* Three credit hours. Required of freshmen in the Arts Core. The thorough covering of a good anthology of short stories, dramas, essays, articles and poems, with frequent practice in oral work, such as reading poems and stories aloud and taking the parts of characters in the dramas studied. Especial emphasis given to speech. Close cooperation with other core courses in developing skill in speech and the appreciation and evaluation of varied forms of writing.

211, 212, 213. *Survey of American Literature.* Three credit hours each quarter. Elective for sophomores and juniors. The purpose of this course is to present the development of American literature as an expression of American culture from colonial times to the present day.

231, 232, 233. *The Arts in Contemporary Society.* Six credit hours. Required of sophomores in the Core program. A survey of modern literature, with especial emphasis upon American literature.

301. *Romantic Poetry.* Three credit hours. The purpose of this course is to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats and to study several of the major poems of these writers and the periods which produced them.

302. *Victorian Poetry.* Three credit hours. The purpose of this course is to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne and to study selected major poems by these writers and the period which produced them.

303. *Contemporary Poetry.* Three credit hours. The purposes of this course are as follows: to offer extensive reading in the poetry of the leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject matter and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

311, 312, 313. *English Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature in both poetry and prose.

331, 332, 333. *World Literature.* Three credit hours each quarter. Elective for sophomores and juniors. An introduction to world literature, with carefully chosen selections from the best writers of various national groups, including France, Italy, Spain, Germany, Scandinavia; Russia, ancient Greece and Rome.

341. *Advanced Composition.* Three credit hours. Elective for juniors and seniors. This course consists of practice in writing, based upon the study of current questions as discussed in the better class of magazines, and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

361. *Literature for the Elementary Teacher.* Three credit hours. Required of students preparing for the B.S. degree in Elementary Education. The purposes of this course are: to afford practice in the reading of poetry and prose, in choric reading, and in creative drama; to familiarize the student with a wide variety of literature suitable for children; to establish some basis for the selection of literature for children; and to develop in the student an appreciation of the value and importance of literature in the training of children.

371. *Early English Drama.* Three credit hours. Elective for juniors and seniors. This is a study of the history of the drama to 1642, with readings of representative medieval and Elizabethan plays, and several of Shakespear's comedies.

373. *Modern Drama.* Three credit hours each quarter. Elective for juniors and seniors. This is a study of European and American dramas from the latter part of the Nineteenth Century to the present time.

401. *Poetry of Chaucer.* Three credit hours. A study of the works of Chaucer with special emphasis on the *Canterbury Tales.*

402. *Milton.* Three credit hours. A critical study of parts of *Paradise Lost,* with attention to minor poems and certain prose works of historical significance.

403. *Shakespeare.* Three credit hours. Required of English majors. An intensive study of six of Shakespeare's plays; among them, Hamlet, Othello, Lear and Macbeth. Parallel readings in other plays.

441. *Speech Principles and Problems.* Three credit hours. Elective for freshmen and sophomores. Development and use of the speaking voice with attention to social and professional needs; techniques of good speech such as a pleasing and well modulated voice, distinct and acceptable pronunciation. Students may apply the skills learned through direct or microphone speaking, brief talks, and other speech activities.

443. *Play Production.* Three credit hours. Elective for juniors and seniors. For teachers and directors in schools. A consideration of the organization of dramatic groups and courses, play choice and casting, the theory and practice of rehearsal, directing and acting. Students may gain practical experience by working with the College Dramatics Club.

453. *The Modern Novel.* Three credit hours. A study of the English and American novel with emphasis on the social and intellectual trends of the times.

LIBRARY

MISS CATES, MRS. PARKS

241. *Library Methods.* Three credit hours. Two class periods a week. Five hours of laboratory and practice work a week. Elective for juniors and seniors. Class limited to 15 students per quarter. A course designed primarily for students who may become teacher-librarians in public schools. Special emphasis will be placed on the organzation, administration and function of the school library in the modern educational system. Introductory work in selection and ordering of books, supplies, and free and inexpensive material; mechanical preparation of books, simplified cataloging, classification, and library records. A laboratory fee of one dollar is charged for this course.

FRENCH

101, 102, 103. *Elementary French.* Nine credit hours. Three class periods a week. For students who enter without French or with one year of high school French. Elective for freshmen and sophomores. The purpose of this course is to establish the ability to read and understand French.

201, 202, 203. *Intermediate French.* Nine credit hours. Three class periods a week. Prerequisite: French 101, 102, 103 or two admission credits in French. Elective for freshmen, sophomores, and juniors. The purpose of this course is to develop fluency and to read works from the more important authors. This course includes: a grammar review; reading of short stories, plays and books dealing with French history and civilization.

301, 302, 303. *Advanced French.* Nine credit hours. Three class periods a week. Prerequisite: Two years of college French or the equivalent. Elective for sophomores and juniors. This course includes: reading of more difficult French and initiation into French literature; advanced grammar; and reading of histories, plays, novels, and short stories. In

311 and 312 emphasis is placed on the acquisition of a practical knowledge of French words, idioms, and conversation.

401, 402, 403. *French Literature.* Nine credit hours. Three class periods a week. Prerequisite: French 203. Elective for sophomores and juniors. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people is made through literature. In 442 emphasis is on French Romanticism, French Parnassians, and the Realists. In 443 emphasis is on French Symbolists and the Naturalists.

SPANISH

141, 142, 143. *Elementary Spanish.* Nine credit hours. Three class periods a week. Elective for freshmen and sophomores who present one credit in Spanish or no credit. Juniors may take this by permission of the head of the department. This course consists of pronunciation, elements of grammar, simple conversation exercises, reading and composition.

241, 242, 243. *Intermediate Spanish.* Nine credit hours. Three class periods a week. Prerequisite; Spanish 141, 142, and 143, or two admission units in Spanish. This course includes: a grammar review; reading of short stories, plays, and books dealing with the life, history and customs of Spanish-speaking countries, and conversation exercises.

341. *Spanish Drama of the Golden Age.* Three credit hours. Three class periods a week. Elective for sophomores and juniors. Prerequisite: Spanish 243.

342. *Nineteenth Century Plays.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243.

343. *Twentieth Century Plays.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243.

441. *Advanced Grammar and Commercial Composition.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243. Elective for sophomores and juniors.

442. *Spanish Conversation.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243.

443. *Modern Spanish Novel.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243. Elective for juniors and seniors.

DEPARTMENT OF GEOGRAPHY

MR. STEPHAN, MRS. STEPHAN

141, 142, 143. *Western Hemisphere.* Three credit hours per quarter. Special interest course for freshmen and sophomores. Outlined to cover North America, Caribbean America, and South America respectively, these courses provide for an interpretation of man's adaptation to his environment—physical, climatic, economic, and social. Western hemispheric cooperation, trade, and living levels will be reviewed and compared with those of the Eastern hemisphere.

231. *Regional and National Socio-Economic Problems.* Three credit hours. Required of sophomores in the core program. With emphasis upon the United States and our southern neighbors, problems will be selected for study and evaluation.

232. *Man and His Natural Environment.* Three credit hours. Required of sophomores in the core program. Aspects of soil, water, forests, mineral resources, and wild life, and their conservation will be studied. The seas and oceans in relation to man make an interesting unit.

233. *Man and His Natural Environment.* Three credit hours. Required of sophomores in the core program. Aspects of Air Age geography, such as polar maps, meteorology, world climates, transportation, new spacial concepts, will provide for a new functional orientation for prospective teachers of social science.

241, 242, 243. *Eastern Hemisphere.* Three credit hours per quarter. The courses cover Europe, Africa and Australia, and Asia respectively. Emphasis will be placed upon the more important countries and regions, American commercial interests, and world relations.

231, 232. *Economic Geography.* Six credit hours. Elective. These two courses give a basic understanding of the geographic and economic factors underlying the production and distribution of basic world commodities. Particular emphasis is given to the United States, to Russia, and to other world powers and world regions which produce significant exportable surpluses.

233. *Trade Routes and Trade Centers.* Three credit hours. Elective. The growth of trade routes and centers will be developed to show the variable structures, patterns and functions of different cities which handle and consume large quantities of foodstuffs, fibers, raw materials for manufacture and finished commodities. Transportation by air, water and land merits an adequate study. Effects of economic nationalism, World Wars, and the airplane on established trade centers and routes will justify

attention and thought. Finally, trade regions within the global community of nation-states will be developed.

303. *Geography of the South.* Three credit hours. Elective for juniors and seniors. This course stresses an understanding of the natural attributes of the South and a clearer concept of their persistent influence upon social and economic development. Regionalism, in terms of southern problems and potentialities, is given intensive consideration.

Sc. 331. *Geology.* Three credit hours. Elective. (For description see Departemnt of Science offerings for juniors and seniors.)

331. *Climate and Man.* Three credit hours. Elective for juniors and senors. Relationships and adjustments between man and his climatic environment constitute the main theme in the study of world climate and weather.

333. *Meteorology.* Three credit hours. Elective for juniors and seniors. This is a course in the physics of the air. It gives an interpretation of temperature, winds, pressure, precipitation, and air masses, as related to flight and other human activities.

341. *Geography of Alabama.* Three credit hours. Elective for juniors and seniors. A regional study based upon available material and sources of references, statistics, making of maps, field studies, and pictures. Topics, such as resources, industry, land planning, landscape, and teaching technique will receive careful consideration.

401. *Historical Geography of the United States.* Three credit hours. Elective for seniors. The purpose of this course is to make a study of the natural environment which has furnished the setting for the development and growth of the United States to a major world power.

402. *Problems in Political Geography.* Three credit hours. Elective for seniors. Selected topics such as past and present political patterns of the world as related to the elements of the natural environment, boundaries, bases for war and peace, domestic and international problems confronting major world powers, and nuclear cores of settlement, will be studied.

403. *Conservation of Natural Resources.* Three credit hours. Elective for seniors. This course provides for an understanding of our natural resources with a view of determining ways of obtaining maximum benefit from them. The National conservation movement receives careful consideration. Alabama's resources and their conservation are emphasized.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MR. FARMER, MISS FORRESTER, MR. CHOATE, MISS RICH, DR. COLLEY

The physical education program has a three-fold purpose: To provide for the college student opportunities (1) for a well-balanced physical development and for participation in wholesome sports and desirable activities while in college; (2) to develop an understanding of and appreciation for recreational activities which will enrich the life of the individual after leaving college; (3) to gain a professional understanding of the principles of physical development and the technique for directing a health and physical education program.

In the freshman and sophomore years, all students are required to take courses dealing with the health needs and physical development of the individual. During the freshman year, the emphasis will be on the physical needs of the individual student, and during the sophomore year the emphasis will be on group participation in desirable activities accordng to the needs and interests of the student.

All prospective elementary teachers are required to take Health and Physical Education 361 and three hours of physical education activities in the junior or senior year.

Prospective secondary teachers are urgd to take Health and Physical Education 381 as an elective course where possible.

Elective courses in activities should meet the following requirements:

1. One group should be elected from the Team Sports Group.
2. One or more courses should be elected from the Individual Sport and Activity Group.
3. One course should be taken from the Rhythmics Group.
4. Other courses may be taken from any group of activities upon the approval of the head of the department.

Regulation uniforms and shoes are required. New students should purchase these from the College Supply Store.

INDIVIDUAL SPORTS AND ACTIVITIES

141. *Beginning Tennis for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the fundamental strokes, scoring, and general techniques of the game. The game will be taught and developed through lectures, films, demonstrations, and practice.

142. *Golf for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the basic strokes, techniques, and skills of the game. Men and women will be taught in the same class group.

143. *Archery for Men and Women.* One credit hour. Two class periods a week. Fundamental techniques of the sport will be given, and care and upkeep of the equipment will be emphasized.

144. *Track and Field Activities for Men.* One credit hour. Two class periods a week. This course will include track and field events and will place some emphasis on the coaching of these events.

145. *Stunts and Tumbling for Men and Women.* One credit hour. Two class periods a week. This is an introductory course to tumbling techniques. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives, etc., will be taught. Self-testing stunts and group stunts will be introduced and some emphasis placed on pyramid building. Separate classes will be given for men and women.

146. *Badminton for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the simple fundamentals of the game, including the forehand and backhand drives, the clear and the serve. Team tactics and plays for the singles and doubles game will be emphasized.

147. *Intermediate Tennis for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes team tactics and strategy.

241. *Beginners' Swimming for Men and Women.* One credit hour. Two class periods a week. Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes. Classes for men and women will be held separately.

242. *Intermediate Swimming for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes form. Simple diving will be taught and water games will be included. Classes for men and women will be held separately.

243. *Recreational Games for Men and Women.* One credit hour. Two class periods a week. Techniques and skills will be taught in the following activities: deck tennis, shuffle-board, aerial darts, croquet, ping pong, horseshoes. The popularity of these activities has stimulated interest in studying the game techniques.

TEAM SPORTS

121. *Beginning Football for Men.* One credit hour.

122. *Beginning Baseball.* One credit hour.

151. *Volley Ball for Men and Women.* One credit hour. Two class periods a week.

152. *Basket Ball for Men and Women.* One credit hour. Two class periods a week.

153. *Field Ball and Soccer for Men and Women.* One credit hour. Two class periods a week.

154. *Soft Ball for Men and Women.* One credit hour. Two class periods a week.

Skills and team tactics will be developed in each of the above mentioned team sports. Classes for men and women will be taught separately. The courses for men will emphasize the coaching of the sport where the class feels a need for this type of help.

RHYTHMS

251. *Beginning Folk Dancing for Men and Women.* One credit hour. Two class periods a week. A wide variety of dances from various countries will be included in this course. Dances involving simple steps will be taught with the primary emphasis being placed on the country and square dances of the South.

252. *Intermediate Folk Dancing for Men and Women.* One credit hour. Two class periods a week. The dances of various nations will be taught, but only those will be included that are based on the more complicated steps and figures.

254, 255, 256. *Ballroom Dancing for Men and Women.* Three credit hours. Two class periods a week. This course proposes to teach the techniques and fundamentals involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course, the more advanced steps will be included: tango, rhumba, conga, etc. The course numbers designate beginners, intermediate, and advanced phases.

PROFESSIONAL PHYSICAL EDUCATION AND HEALTH COURSES

213. *Personal Hygiene.* Three credit hours. Three class periods a week. Elective. The purposes of this course are to develop habits, attitudes, and knowledge concerning health, and to provide professional preparation of teachers.

331. *Camping.* One credit hour. This course will provide opportunity for camping and hiking; thereby giving the student first-hand information on how to conduct a camping and hiking program.

332. *Relaxation.* One credit hour. Two hours per week. The purpose of this course is to develop habits of relaxation through understanding psysiological and psychological principles of relaxation along with practice.

333. *First Aid.* One hour credit. Two hours a week. Required for majors. Meeting emergencies in the schoolroom, on the playground, and on the athletic field.

341. *Community Recreation.* Three hours credit. Three class periods a week. Elective for juniors and seniors. The course trains the student in the most efficient methods of planning, organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community field days, community sings, community swimming pools, parent-teacher entertainment, church recreational occasions, and private recreation groups. A very helpful bibliography of sources of information on such subjects will be compiled in the course.

342. *School and Community Hygiene.* Thour hours credit. Three class periods a week. Required for majors. A general survey of school and community health problems including consideration of the causes, prevention and control of diseases.

343. *The Teaching and Content of Physical Education and Recreation.* Three hours credit. Three class periods a week. Required for majors. A study of the broad program of physical activities suitable to the various grades in the public schools, playgrounds, social centers; the significance of individual differences to physical educators; opportunity for observation of demonstration teaching.

351. *History and Principles of Health and Physical Education.* Three hours credit. Three class periods a week. Required for majors. Historical survey of the field of health and physical education; present day practice and trends; theoretical concepts and underlying principles.

352. *Kinesiology and Body Mechanics.* Three hours credit. Three class periods a week. Required for majors. Analysis of bodily movements involved in types of muscular activity in relation to posture, development of motor skills, growth of the body, and physical efficiency.

361. *Health and Physical Education for the Elementary Teacher.* Three hours credit. Three class periods a week. Required of elementary majors. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the secondary teacher.

381. *Health and Physical Education for the Secondary Teacher.* Three hours credit. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the secondary teacher.

443. *Organization and Administration of Health and Physical Education.* Three hours credit. Three class periods a week. Required for majors. The organization and administration of facilities and supplies, and the school program of health and physical education. Management of athletic, intramural, and recreational programs is taken up. Practice will be given in outlining and setting up administrative plans for practical situations.

451. *Tests and Measurements in Health and Physical Education.* Three hours credit. Three class periods a week. Elective for juniors and seniors. Analysis, interpretation, and use of tests in health and physical education.

482, 483. *Methods and Principles of Athletic Coaching.* (Men). Two hours credit each quarter. Two class periods per week.

484, 485, 486. *Teaching Team Sports.* (Women). Two hours credit each quarter. Two class periods per week.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

MR. SARTAIN, MRS. BYNUM, MRS. STEPHAN, MRS. PUTNAM

101, 102, 103. *World History.* Elective for freshmen and sophomores. Three credit hours per quarter.

131, 132, 133. *Problems of Modern Society.* Required of freshmen in the Bio-Social Core. Six credit hours.

201, 202, 203. *American History.* Elective for freshmen and sophomores. Three credit hours per quarter.

221, 222, 223. *Sociology.* Elective for juniors and seniors. Three credit hours per quarter. This course will combine both the principles of sociology and the problems of modern society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region. (1947-48 and alternate years).

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Six credit hours.

241, 242, 243. *American Government and Politics.* Continuous through year. Nine credit hours, three each quarter. Elective for juniors and seniors. The purpose of this course is to show the function of government in the total life of the people and to prepare students for active participation in group affairs. It will include materials from local, state, and national governments. Much of these materials will be gathered from direct contact with governmental agencies. The purpose will be to develop understandings, participation, and attitudes which will make for more intelligent citizenship in local and national affairs as they function under the democratic processes.

251, 252, 253. *Economics.* Nine credit hours. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

301, 302, 303. *English History.* Elective for juniors and seniors. Three credit hours per quarter. (1947-48 and alternate years).

321. *Rural Sociology.* Three credit hours. This course is a study of rural life and its sociological implication. Special attention will be given to Alabama and the South and the relation of the school program of rural life. Rural sociological assets will be studied with a view of suggesting desirable changes in our culture patterns. (1948-49 and alternate years).

332, 333. *History of Russia.* Six credit hours. This course is designed to help understand Russia and its relation to the world and especially to the United States. The first part will treat of the expansion of Russia under the Czars and conditions that led to the Revolution of 1917. The second quarter will have as its purpose the study of Soviet Russia and its ideology. (1948-49 and alternate years).

361. *Social Studies for the Elementary Teacher.* Three credit hours. Required for students graduating with the B.S. degree in Elementary Education. Among the topics considered are: local government; ways of communication, such as radio, newspapers, magazines; property rights; the child's responsibility for the care of public property; the responsibility of the child in the family and in the community; care for dependents.

401. *The French Revolution and the Napoleonic Period.* Three credit hours. This course is designed to be the background for the course in Modern Europe. The impact of the movement upon thought in Europe and the world, the results of political upheavals, the challenge to absolutism, the effect upon the rise of Nationalism, will receive special emphasis. (1948-49 and alternate years).

402, 403. *Modern European History.* Six credit hours. Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world. (1948-49 and alternate years).

441, 442. *History of the South.* Six credit hours. Three hours per quarter. This course is designed to develop an understanding of the special problems of the South as a region. Its past history is developed in order to understand the present position of the South in relation to the nation. Emphasis is placed upon the changes which are taking place and the further changes that are needed. (1948-49 and alternate years).

443. *Recent American History Since* 1900. Three credit hours. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible. (1948-49 and alternate years).

444. *History of Alabama.* Three credit hours. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States

445. *Latin American Beginnings.* Three credit hours. A study of colonial systems of Spain and Portugal in the Americas. Special attention is given to the native cultures and their interaction with the European cultures. The factors leading to revolt and establishment of Latin American republics, are studied. (1947-48 and alternate years).

446. *The Hispanic American States.* Three credit hours. The aim of this course is to give a basis for a better understanding of the peoples of these states, so that inter-American cooperation may result in developing a mutual program of action for the nations of the western hemisphere. (1947-48 and alternate years).

447. *Canada since* 1763. Three credit hours. This course traces the development of the English colonies in Canada who did not separate from the British Empire. The close ties between the United States and Canada are studied with reference to the future relations of Canada to the United States. (1947-48 and alternate years).

DEPARTMENT OF MATHEMATICS

MR. COLLINS, MISS SEGARS

100. *Algebra and Elementary College Mathematics.* Three credit hours. Five class periods per week. Elective for freshmen. This course is designed for those students who wish to take mathematics but are not prepared for Mathematics 101, 102, or 103.

101-102. *College Algebra.* Six credit hours. Three class periods a week for two quarters. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103-4. *Plane Trigonometry.* Six credit hours. Three class periods a week. Elective for freshmen and juniors. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

201. *Mathematical Analysis.* Three credit hours. Three class periods a week. Elective for sophomores and seniors. The purpose of this course is to make functional the several branches of mathematics.

202-203. *Analytic Geometry.* Six credit hours. Three class periods a week for two quarters. Elective for sophomores and seniors. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into formulae and vice versa.

231. *Applied Mathematics.* Three credit hours. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems

will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

232. *Applied Mathematics.* Three credit hours. Elective for sophomore and for juniors specializing in the Science-Mathematics area. This course deals with the applications of mathematics in human affairs and involves more advanced problems than those used in course 231.

241. *Mechanical Drawing.* Three credit hours. Five class periods per week. Elective for sophomores and juniors. This course deals with the care and use of drawing instruments; instrument exercises; lettering; geometrical construction; orthographic projection; drawing to scale; tracing; and reading blue prints.

242, 243. *Descriptive Geometry.* Six credit hours. Elective for sophomores and juniors. A critical study of the science of drawing. The location of points, lines, planes; single-curved surfaces; tangent lines and planes; intersection of surfaces; and surface developments.

311. *Differential Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. *Integral Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. *Advanced Calculus.* Three credit hours. Three class periods a week. Elective for juniors. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

411. *Differential Equations.* Three credit hours. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The methods of solving differential equations of the first and second orders are studied in this course.

412. *Theory of Equations.* Three credit hours. Three class periods a week. Elective for seniors. Prerequisite: Mathematics 311, 312, 313. The course deals with polynomial functions, complex numbers, trigonometric equations, cubic equations, approximation of roots of numerical equations, determinants.

413. *Theory of Equations.* Three credit hours. Three class periods a week. Elective for seniors. A continuation of 412.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN AND THE BIO-SOCIAL STAFF

131, 132, 133. *Bio-Social Development of the Individual.* Required of freshmen in the Core program. Three credit hours in developmental psychology.

201. *General Psychology.* Three credit hours. Three class periods a week. This course deals with a fundamental study of human behavior with major emphasis being given to: the human organism as a behaving being; instinctive functions and the role of learning in development; motivation and drives; behavioristic, gestalt, and psycho-analytic interpretations of behavior development.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three credit hours in social psychology.

242. *Mental Hygiene.* Three credit hours. Three class periods a week. Elective. Prerequisite: Psychology 133. The purposes of this course are: to study the dynamic processes of purposive development; to gain an insightful understanding of progressive adjustment within the individual's inner life and in his interaction with his environment both social and non-social; to promote growth in ability to guide school pupils into wholesome adjustment and out of conflict and maladjustment; and to learn how better to meet the mental health needs in our present-day changing society.

243. *Applied Psychology.* Three credit hours. Three class periods a week. Elective. This course deals with the application of psychological principles and techniques in vocational guidance and selection and in educational guidance and selection.

302. *Psychology of Abnormal People.* Three credit hours. Prerequisite: six hours of psychology. This course deals with: fundamental and dynamic concepts of individual and social integration of behavior; the physical and environmental and developmental factors and processes that produce abnormal behavior; preventive and remedial measures in mental hygiene and therapy.

303. *Experimental Psychology.* Three credit hours. Prerequisite: nine hours of psychology. Enrollment limited to ten students. An introduction to the practical use of a few major psychological research techniques. This course gives the student an opportunity to do research on a problem of his own choosing, subject to the approval of the instructor. The campus Laboratory School is available for practical clinical and experimental re-

search projects in educational psychology. The college departments also permit investigations to be carried on by students interested in psycho-educational research on the college level.

311. *Advanced Educational Psychology.* Three credit hours. Three class periods a week. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of psychological criteria. The implication of modern systems of psychological thought for curriculum building are emphasized.

331, 332, 333. *Development of Children and Youth in the Community and Region.* Three credit hours each quarter for three quarters. Required of all juniors. On the foundation of the study of the bio-social development of the individual, and of social and economic problems made in the general education cores of the first two years, intensive study is now made of developing children and youth in interaction with community and regional conditions. Human developmental problems are studied with emphasis on needs that are typical of rural and urban cultures. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom, are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of human development, special study is made by the student specializing in the elementary area of the elementary school child; and the student specializing in secondary education emphasizes the study of the secondary school pupil.

401. *Tests and Measures.* Three credit hours. Three class periods a week. The purposes of this course are: to give an appreciation of accurate measurements in education, to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in constructing classroom tests.

402. *The Fields of Psychology.* Three credit hours. Prerequisite: six hours of psychology. The course deals with: traditional body-mind and introspective psychology; structural psychology; functional psychologies; behaviorism; psychoanalysis in its main branches; Gestalt psychology; psycho-pathology; and organismic psychology.

442. *Social Psychology.* Three credit hours. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social

interaction, social conflict, and social evolution in the large; and to promote an understanding of the causes of and means of constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which has so largely created him.

443. *Cultural Psychology.* Advanced social psychology. Three credit hours. Prerequisite: six hours of psychology. The purposes of this course are: to give an understanding of the dynamic nature of cultural gestalten and the functions performed by such gestalten; to show how culture interacts with the geographic environment and undergoes changes; to show how institutions support and are supported by cultures, and how institutions compete or cooperate with each other in so doing; to study the processes of conflict and acculturation when cultures come into contact with each other; to show the workings of the social ego in interaction with social and environmental factors and gestalten.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

MR. PETERSON, MISS BALLARD, MISS GARRETT, MISS BITTLE, MRS. RAINER, MR. CHOATE

ART: MISS BALLARD, MISS BITTLE

131, 132, 133. *Art in Individual Development.* Three credit hours. See page 43.

231, 232, 233. *Art in Contemporary Society.* Three credit hours. See page 44.

101. *Photography.* Three credit hours. This course provides a basic understanding of composition and furnishes a new technique for scientific and esthetic experiments. Students learn to handle a camera, develop film, print pictures, and make enlargements.

201. *Engineering Drawing.* Two credit hours.

202. *Advanced Engineering Drawing.* Two credit hours. Prerequisite: Engineering Drawing 201. Advanced treatment of topics in Engineering Drawing 201 and additional topics of technical sketching, machine drawings, tracing, and elements of structural drawing.

211. *Crafts.* Three credit hours. Elementary design, structural and decorative, as applied to modern popular materials for the creative value of design and an understanding of the materials of modern industry through manipulation of metal, leather, plastics, and wood.

212. *Sketching.* Three credit hours. A course which strives for technical growth and improvements in skill and a better understanding

of the various ways of obtaining strong composition. The student learns to produce gratifying effects with line, notan, form and color through the skillful use of pencil, water color, pastels, and ink.

301. *Ceramics.* Three credit hours. The modeling of pottery for simple structural design and decorative treatments, the modeling and carving of small forms of familiar objects for the creative opportunity and for the experience of varied techniques in handling native clay.

302. *Art Appreciation.* Three credit hours. The dominant trends of the present times and the explanation for them are studied fully. Industry as the newest of the fine arts and the clase relationship of the engineer and the architect are considered and finally harmony and fitness as they affect the relationship of art to everyday living are taken up with the problems of the individual.

303. *Painting.* Three credit hours. An elementary course open to juniors or seniors. This course offers the student a further opportunity to study good composition through the medium of oil painting. Some work is done outdoors for the interpretation of familiar laidscape, some still life is done for a more detailed study of form and some work from photographs for composition without the disturbing factor of third dimension.

403. *History of Art.* Three credit hours. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

HOME ECONOMICS—INDUSTRIAL ARTS

MISS BALLARD, MISS GARRETT, MR. CHOATE

TWO-YEAR COURSE IN HOME ECONOMICS

Two years of work in Home Economics may be taken at the Troy State Teachers College, and the credits may be transferred without loss to a college offering a four-year curriculum in this field.

141. *Industrial Arts—Study of Foods.* Three credit hours. Two class periods and two laboratory periods a week. The course deals with food selection and preparation as related to nutrition. It includes a study of nutrition, food attitude and habits, source of foods, and something of the work in feeding man.

142. *Industrial Arts—Study of Clothing.* Three credit hours. Two class periods and two laboratory periods a week. The course includes a study of choice, care, and cost of clothing, and the relation of clothing to health. It also includes a study of the selection of material, cutting, fitting, construction of garments for personal use, with emphasis on elementary design in clothing and selection, budgeting for clothing, and the proper use of garments.

143. *The Home—Its Care and Furnishings.* Three credit hours. Six laboratory periods a week. This is a study of the changes man makes in materials for his use in the problems of life arising from them. A study of textiles, weaving, dyeing, and the care of materials. Renovating the home and furniture, color schemes, and arrangement of furniture are emphasized in the course.

241. *Food Preparation and Service.* Three credit hours. Six laboratory periods a week. This course includes a personal diet study in connection with health and the selection and cost of food. Meals are planned and served to meet the needs of the family. Special emphasis is placed on table service.

242. *Clothing—Selection, Construction, and Care.* Three credit hours. Six laboratory periods. This course is designed to develop standards in construction skills and costume designing. It also includes a study of historic costume and the theory of color, line, form, and texture as a basis for garment selection and construction.

243. *Household Management and Economics.* Three credit hours. Six laboratory periods a week. This course provides laboratory work in the Art House. This experience includes all of the planning and work for the rural home. Complete records are kept of plans, household and personal budgets, and evaluations of working together in a rural home environment.

INDUSTRIAL ARTS

251. *Introduction to Industrial Arts.* Three credit hours. Six laboratory hour periods per week. Elective as special interest course. A course to enable students better to understand the nature and extent of the industrial arts field. Problems that will occur in the preparation for teaching, and later in actual teaching situations, are given special attention. Opportunity is given to obtain experience in the use of handcraft tools, materials and operations. Emphasis is placed on student-interest projects.

252. *Shop Procedures.* Three credit hours. Six laboratory periods. Elective as a special interest course. The major purpose of the course is

to develop skill in and understanding of how to work creatively with tools and with inexpensive materials easy to obtain. Methods of adapting the work to the school classroom are studied and observed. An opportunity is afforded students to work in actual classroom situations and to develop techniques of working with pupils on art projects.

253. *Woodworking.* Three credit hours. Six laboratory periods. Elective as a special interest course. The student is offered an opportunity to develop skills in bench-work as well as to learn how to care for and use hand woodworking tools. A study is made of woods, materials, and supplies that are applicable to small shops or classroom situations. Processes and techniques in woodworking and finishing, together with the selection of tools and machines in terms of different teaching levels and local conditions, are presented. Individual and group projects are required.

331. *Slide Rule.* Two credit hours. Introduction to the use of the slide rule.

461. *School and Home Arts for the Elementary Teacher.* Three credit hours. This course concentrates on the organization of art appreciations, skills, and development of materials for use in actual art teaching in the elementary schools of Alabama. The course provides generously for observation of art instruction in the College Laboratory School.

481. *School and Home Arts for the Secondary Teacher.* Three credit hours. This course deals with the needs and problems of the teacher who will teach adolescent pupils. Techniques that will be needed such as model making, designing of costumes, illustration, etc., will be presented.

MUSIC

MR. PETERSON, MRS. RAINER, MRS. ERVIN

131, 132, 133. *Art in Individual Development.* Three credit hours. (See page 43).

231, 232, 233. *Art in Contemporary Society.* Three credit hours. (See page 44).

121. *Sight Singing I.* Three credit hours. Individual and class reading of music of moderate difficulty. Elementary rhythmic combinations and tonal relationships.

122. *Sight Singing II.* Three credit hours. Chromatic tones, large intervals and advanced rhythms. Individual and class reading of one, two, three and four-part music. Complicated tonal and rhythmical relationships.

212. *Music for the Secondary School Teacher.* Three credit hours. Required of all students preparing to teach in the secondary school. Methods and materials for chorus, glee clubs, choirs, orchestras, bands, and vocal and instrumental classes in junior and senior high school. Care and training of the adolescent and adult voice. Fundamentals of conducting. Techniques of, and materials for, public performances. Presentation of the listening lesson. A general survey of musical intelligence and aptitude tests.

213. *Psychology and Music.* Three credit hours. A survey of outstanding experimental work done in the field of psychology of music. Analysis and principles of music teaching problems. Application of psychological principles to music teaching. Survey of music tests of capacity and achievement.

322. *Music Appreciation.* Three credit hours. A general course designed to promote the enjoyment of music and an intelligent appreciation of great musicians and their masterpieces. Analysis of diverse forms of musical composition. Demonstrations on various band and orchestra instruments. Extensive listening to phonograph recording.

402. *Music History.* Three credit hours. A survey of the history and evolution of the art of music. Musical developments in relation to world history. Consideration of the stylistic characteristics of major movements in music, and their possible relationship to literary, artistic and social trends.

403. *Music History.* Three credit hours. Continuation of Music History 402.

411. *Composition and Orchestration.* Three credit hours. A practical course in arranging music for various combinations of instruments and for vocal groups. Transposition, arranging from piano score, and a general treatment of voices and instruments as to range, relation of one to the other, and tone qualities.

412. *Form and Analysis.* Three credit hours. A study of the structure and aesthetic content of music.

413. *Conducting.* Three credit hours. Organization, arrangement and direction of vocal and instrumental groups. Technique of the baton. Practice through conducting of classes. Selection of materials and program making for band, orchestras, glee clubs and choirs.

431. *Harmony I.* Three credit hours. Tone thinking. Intervals developed from overtone basis. Scales. Intervals in scale relation. Chord structure including the dominant seventh. Chord relationships. Cadences. Melody harmonization. Keyboard application of each problem.

432. *Harmony II.* Three credit hours. Harmonization of melodies. Embellishing tones. Consideration of subdominant and supertonic harmonies in simple melodies. Keyboard application.

461. *Music for the Elementary Teacher.* Three credit hours. Required of all students preparing to teach in the elementary school. A critical study of the problems and place of music in the education of children, and the function of the music teacher. Evaluation of methods and materials. Study of the child voice. Practical methods of teaching rote songs. Presentation of rhythmic and tonal problems. Singing and rhythm games. Methods of conducting the listening lesson.

APPLIED MUSIC

NOTE: All applied music courses may be taken with or without credit.

A student may register for individual or class lessons only with the permission of the teacher giving the lessons.

A student shall be allowed to take two private lessons per week, if permission is obtained by him from his counselor.

FEES: INDIVIDUAL LESSONS.

(One lesson per week) ..... $15.00 per quarter
Class lessons ..... 3.00 per quarter

141v, 142v, 143v. *Voice, Individual Instruction.* One credit hour. One lesson per week, with a minimum of six hours practice per week. A comprehensive study of vocal technique. Special emphasis on the development of beautiful tone and resonance. Careful attention to the problems of breathing, posture, diction, phrasing and registers. Open to all students.

Continuation of Voice, Individual Instruction in:
241v, 242v, 243v.
341v, 342v, 343v.
441v, 442v, 443v.

141E, 142E, 143E. *Choir (or Glee Club).* Two credit hours. A thorough technical preparation for the use of the singing voice in choral ensemble. Auditions to determine eligibility for membership. A solo or trained voice not essential. Practice in public performance through frequent concerts and radio broadcasts.

Continuation of Choir in:
241E, 242E, 243E.
341E, 342E, 343E.
441E, 442E, 443E.

141C. *Voice, Class Instruction.* One credit hour. An elementary course in the study and practice of solo and ensemble singing. Scientific facts and principles underlying correct breathing, tone production and interpretation. Practical application of the principles through the singing of especially selected songs. Open to all students.

151I, 152I, 153I. *Instruments, Individual Instruction.* One credit hour. One lesson per week, with a minimum of six hours practice per week. A thorough study of a band or an orchestra instrument. The development of the individual ability carefully supervised and furthered by a close adaptation of the material to the individual needs of the student.

Continuation of Instruments, Individual Instruction in:
251I, 252I, 253I.
351I, 352I, 353I.
451I, 452I, 453I.

151B, 152B, 153B. *Concert Band* (or *Orchestra*). One credit hour per quarter. Instruction in modern techniques of ensemble playing, performance of standard and contemporary band and orchestra literature. Practice in public performance through frequent concerts and radio broadcasting. Membership by tryout.

Continuation of Concert Band (or *Orchestra*) in:
251B, 252B, 253B.
351B, 352B, 353B.
451B, 452B, 453B.

151C (B). *Brass Instruments,* Class Instruction. One credit hour.
152C (R). *Reed Instruments,* Class Instruction. One credit hour.
153C (D). *Percussion Instruments,* Class Instruction. One credit hour.

151, 152, and 153 are beginners' courses for the study of any band instrument. Open to all students. Instrument to be furnished by the student, except when College instruments are available.

151C (S). *Stringed Instruments,* Class Instruction. One credit hour. A beginners' course for the study of a stringed instrument. Open to all students. Instruments to be furnished by the student except when College instruments are available.

151P, 152P, 153P. *Piano,* Individual Instruction. One credit hour. One lesson per week, with a minimum of six hours of practice per week. These courses are designed to give students a solid foundation in piano playing and to acquaint them with selected piano literature. The development of individual ability is carefully supervised and is furthered

by a close adaptation of the material to the personal needs of the student.

Continuation of Piano, Individual Instruction in:
251P, 252P, 253P.
351P, 352P, 353P.
451P, 452P, 453P.

151C (P) *Piano, Class Instruction.* One credit hour. An interesting elementary course for the beginning pianist, or for any student wishing to learn the piano keyboard and the fundamentals of piano playing.

151O, 152O, 153-O. *Organ, Individual Instruction.* One credit hour. Prerequisite: at least one year of piano. One lesson a week, with a minimum of six hours of practice per week.

DEPARTMENT OF SCIENCE

DR. FARMER, DR. FRASER, MR. WILKS, MR. ATKINS, MR. FARMER, MR. STEPHAN

131, 132, 133. *Human Biology.* Nine credit hours. Required of freshmen in the Bio-Social Core. The units studied are heredity, eugenics, nutrition, and reproduction: correlated wth the other subjects of the core.

211, 212, 213. *General Chemistry.* Twelve credit hours. Three one-hour lectures and two two-hour laboratories per week. The general aim is to introduce each student to the role chemistry has played and is playing in the development of our civilization and in our understanding of the physical universe. Topics will include: Atomic theory, symbols, formulas, equations, elements, compounds, valence, ionization, the periodic system, atomic structure, carbon compounds, etc.

231, 232, 233. *Man and His Natural Environment.* Required of sophomores in the Core program. Nine credit hours.

241, 242, 243. *General Zoology.* Nine credit hours. Two class periods and one two-hour laboratory period a week. A study of the structure and function of a selected number of lower forms and a more detailed study of a few vertebrate forms.

251, 252, 253. *General Botany.* Nine credit hours. Two class periods and one two-hour laboratory period a week.

301. *Field Zoology.* Three credit hours. Two class periods and a field trip or two laboratory periods a week. Elective for sophomores. Prerequisite: General Biology. The purposes of this course are to give the student a biological knowledge of the common animal life of Alabama, and to teach the economic importance of this animal life. The field work consists

of excursions to typical animal habitats for the purpose of collecting, identifying, and noting ecological conditions. A few specimens are preserved and studied in detail.

302. *Field Botany.* Three credit hours. Two class periods and a field trip per week. Elective for sophomores. This is a course in the taxonomy of the local flora; and it acquaints students with the use of botanical manuals and, to some extent, with plant ecology. Herbarium specimens are collected and mounted.

303. *Wild Life Conservation.* Three credit hours. This course is designed to familiarize the student with the rapidly diminishing wild life of this region, the causes and remedies, and the importance of conservation.

321. *Human Physiology.* Three credit hours. Three class periods with reports and demonstrations per week. Elective for sophomores. The purpose of this course is to give the student a knowledge of the structure, function, and hygiene of the human organs and organ systems, the function of the endocrines, and the interrelationship of the organs.

322. *Genetics and Eugenics.* Four credit hours. A study of the chromosomes and genes as the mechanics of the transmission of inheritable traits, the laws of heredity and their application to animal and plant breeding, is a part of the work of the course. A further consideration of the possible application of these principles in improvement of the human race will be emphasized.

323. *Bacteriology.* Two or four credit hours. Two class periods and two laboratory periods a week. A student may take the class work without the laboratory for two hours credit. This course is designed to give the student a practical knowledge of the micro-organisms in his environment. The class work will deal largely with bacteria in relation to disease, foods, agriculture, and industry. In the laboratory the student will have experience in the preparation of media; pure culture methods; staining and microscopic studies; testing milk and water; and disinfectants. The yeasts and molds will be considered briefly.

331. *Geology.* Three credit hours. Elective for juniors and seniors. Underground materials, structure, and recoverable resources are studied. Common rocks and minerals, field studies, pictures, films, diagrams, geologic and topographic maps aid in this study. Laboratory hours to be arranged.

332 (a). *Animal Ecology.* Four credit hours. Two class periods and two two-hours laboratory periods or equivalent field trips. The habitats

of the animals will be studied at first hand and the adaptations to environment noted.

332 (b). *Plant Ecology.* Four credit hours. Two class periods and two two-hour laboratory periods or equivalent field trips to note the habitats of plants and the influence of the various environmental factors upon them. How plants adapt themselves to adverse conditions will be emphasized.

341, 342, 343. *General Physics.* Twelve credit hours. Three one-hour lectures and two two-hour laboratories per week. The general aim is to introduce each student to the role physics has played and is playing in the development of our civilization and in our understanding of the physical universe. Topics include: Mechanics, heat, light, sound, magnetism, electricity.

351, 352, 353. *General Science.* Nine credit hours, three each quarter. Three class periods a week. Laboratory arranged as required. Elective as a special interest course. Required of students electing the Science-Mathematics area. Open to juniors and seniors. The philosophy of science teaching, aids in teaching, such as, field trips, visual aids, laboratory, etc. The last quarter is given over to observation and practice teaching and planning work of the science teacher in the high schools, acquaintance with textbooks, laboratory and reference material.

361, 362. *Science for the Elementary Teacher.* Six credit hours. required of students preparing for the B.S. degree in elementary education. This is a course in general science which aims to acquaint the student with elementary facts and principles and to develop the ability to direct children in their search for the explanation of things in their environment. The elementary school situation is simulated as far as possible. Laboratory, library, field trips, and observation in the Training School, are used in the work.

431, 432. *Vertebrate Anatomy.* Eight credit hours. Two class periods and two two-hour laboratory periods per week. The purpose of this course is to give a more detailed study of the anatomy and physiology of vertebrate animals than the course in general zoology affords.

433. *Embryology.* Four credit hours. This course contemplates a brief study of gametes, fertilization and embryonic development with the organs involved. The main part of the course will be concerned with Mammalian embryology. One quarter.

441. *Qualitative Analysis.* Four credit hours. Two one-hour class periods and three, two-hour laboratories per week. Theory and practice

of analysis for the common cations and anions by systematic procedures. Prerequisite: General chemistry 211, 212, 213.

442, 443. *Quantitative Analysis.* Eight credit hours. Two one-hour lectures and three two-hour laboratories per week. Theories, techniques, and practice of gravimetric, volumetric and colorimetric analysis.

451, 452. *Organic Chemistry.* Twelve credit hours. Three one-hour lectures and one four-hours laboratory per week. The subject matter will consist of a comprehensive survey of aliphatic and aromatic compounds.

471. *Parasitology.* Four credit hours. Two class periods and two laboratory periods per week. Elective for juniors. Some slides of pathogenic bacteria will be studied, and emphasis will be placed upon human parasites and their carriers: e g., the cat, the rat, the dog, and other domestic and wild animals.

REGISTER OF STUDENTS, 1946-47

REGULAR SESSION

FRESHMAN CLASS

Name	*County*
Abercrombie, Leonard Ballard	Pike
Ables, Albert P.	Covington
Abt. Peter Jr.	Pike
Adams, Adiel Compton	Escambia
Adams, Gerald Glover	Houston
Akins, James Louis	Monroe
Adkison, Harry Jackson	Geneva
Alford, Robert W.	State of Georgia
Ammons, Charles L.	Dale
Anderson, Herbert Smith	Pike
Anderson, Philip A.	State of Florida
Andress, John Mack	Pike
Andrews, Ray Martin	Montgomery
Andrews, Wilmer Glenn	Dale
Anthony, Mark Wilson	Pike
Armstrong, Ann	State of Louisiana
Arnold, Mable Lois	Geneva
Arnold, Mordecai Roberts	Baldwin
Arrants, George Wood	State of Florida
Aughtman, Lorenza Dowe	Escambia
Ausley, Charles H.	Geneva
Baggett, George Rushton	Monroe
Baker, Myrtle	Chilton
Baker, Ollie B.	State of Georgia
Ballard, Darlton M.	Pike
Ballard, Jerry Parks	Covington
Barefield, Leamon D.	Montgomery
Barlar, Joseph Daniel	State of Georgia
Barnes, Joe H.	Escambia
Barnes, Kathleen	Escambia
Barton, Radney Lester	Covington
Bass, John T.	Covington
Baxter, James Eugene	State of Florida
Bazemore, Ernest D.	State of Georgia
Beck, Frances Lenora	Crenshaw
Bedsole, John B.	Geneva
Bedsole, John Owen	Covington
Benton, Douglas Odell	Barbour
Bessant, Johnny Alfred	Russell
Bibb, William S.	Montgomery
Black, James Merle	Escambia
Blackwell, Astley D., Jr.	Covington
Blanton, Harold Hubert	Pike
Boggs, Ed Lacy	Dallas
Boles, John Lavell	Crenshaw
Bonin, Homer Robert	Dale
Bostic, Porter Silas	Geneva
Boswell, Jonnie Sue	Geneva
Boswell, Paul	Geneva
Botts, Elbert Abemilich	Pike
Bowden, John N.	Barbour
Bowdoin, Marianne	Coffee
Brabham, John Edwin	Coffee
Bradford, R. Geoffroy	State of Florida
Bragg, James Huey	Pike
Brantley, Robert Murphree	Pike
Brawner, Jesse Edward	Covington
Brooks, Dorothy Ellen	Crenshaw
Browder, Claudia	Conecuh
Browder, Mack C.	Conecuh
Brown, Kenneth Edward	Dallas
Brown, Wallace Lamar	Pike
Broxson, Leatrice	State of Florida
Bruner, Strong	Houston
Bryan, Alfred Ernest	Houston
Buckner, Melvin Floyd	Russell
Bullock, John Monroe	Pike
Buntin, Don	Houston
Burgins, Clyde Rayford	Crenshaw
Burkett, Vernard Manning	Butler
Byrd, Henry Lewis	Pike
Byrd, Nathan Allen	Dale
Byrd, William Allen	Coffee
Byrd, Wilson Eugene	Crenshaw
Cain, Lee Clark	Coffee
Capps, David L.	Crenshaw
Carlton, Marshall Marvin	Elmore
Carroll, Edsel	Pike
Carter, Asa M., Jr.	Pike
Carter, Chester Wilford	Covington
Carter, George W.	Pike
Carter, Myra L.	Montgomery
Cawthon, Lewis Peck	State of Florida
Champion, Jacob B.	Montgomery
Champion, Samuel Leon	Montgomery
Childers, Henry Allen	Barbour
Clark, James D.	Covington
Clary, Wilbur Berryman	Covington
Clinkscales, John Dixon	Talladega
Clower, Mildred Emma	Elmore
Coale, Henry Pelham, Jr.	Escambia
Cobb, Gerald G.	Covington
Cockcroft, Glen E.	Covington
Collins, James William	Coffee
Commander, James Wilson	Geneva
Conaway, Robert Andrew	Coffee
Connell, Herbert Benton	Macon
Conter, Charles A.	State of Florida
Cooke, Mace	Coffee
Cooper, Edwin Walker	Coffee

Name	County
Cooper, Vernon Carel	Covington
Cowart, James M.	Pike
Cramer, Delma	Pike
Creel, Raymond E.	Dale
Cross, Andrew A.	Covington
Cross, William H.	Covington
Crunk, William A.	State of Florida
Culpepper, William W.	Russell
Cumbie, Marcus Edward	Conecuh
Cumbie, Margaret Elizabeth	Houston
David, James Franklin	Crenshaw
Daniel, Rodger C.	Montgomery
Darby, Stephen G., Jr.	Elmore
Darby, Walter Lee, Jr.	Montgomery
Davis, Glenn Porter	Geneva
Davis, Spencer P.	State of Florida
Day, James Robert	Coffee
Deal, Harold Lloyd	Houston
Dearborn, Donald Robert	Baldwin
Dees, Marion T., Jr.	Montgomery
Deese, Mark E.	State of Georgia
Dennis, George Alton	Chilton
Dollihite, Cecil W.	Conecuh
Dominey, Johnny	Houston
Drinkard, Mary	Covington
DuBose, Wayland G.	Coffee
Duke, James Harold	Geneva
Dunn, Madalyn Stewart	Autauga
Easterling, William Bernard	Barbour
Ellis, William James	Conecuh
Elmore, Annie Sue	Coffee
Etheridge, Nell Ree	Escambia
Ezell, William Shelby	Pike
Faison, Luther Carrol	Dale
Fannin, William Lewis	Pike
Farris, George Harry	Coffee
Farris, William	Coffee
Faulkner, Willie H.	Pike
Favor, John Ellerson	Lowndes
Fendley, Cyrus Vernon	Covington
Fields, Pearl	Conecuh
Finney, Dorothy Nell	Elmore
Fleming, Edwin N.	State of Florida
Flowers, Arthur Talmadge	Pike
Flowers, Pugh Brown, Jr.	Covington
Flowers, Samuel Spencer	Pike
Folmar, Arthur P.	Pike
Folsom, Charles Waylon	Coffee
Ford, Pauline	State of Louisiana
Fortune, Albert E., Jr.	Russell
Franklin, Horace Knowlton	Covington
Franklin, Madge Juanita	Pike
Franklin, Zurlene	Crenshaw
Fuller, Joyce Virginia	Escambia
Furman, Albert Lawrence	Covington
Ganus, Watson Greene	Pike
Garner, Ouida Lyle	Dale
Garrett, Busey L.	Escambia
Garrett, Thomas Lester	Conecuh
Geoghagan, HiltonE.	State of Florida
Gibson, Martha Carolyn	Pike
Godwin, Ben Carroll	Pike
Godwin, William C.	Elmore
Golden, James S.	Tallapoosa
Golden, John B.	Elmore
Goodman, Jeanne	Coffee
Goodman, John Harold	Coffee
Grant, Huey Foster	Pike
Grantham, Richard C.	Dale
Graves, Evelyn Jill	Pike
Green, Ray E.	Coffee
Greene, Betty	Russell
Griffin, Billie	Pike
Griffin, Frances Elizabeth	Pike
Griffin, Terrell Laverne	Geneva
Griffith, Howard H.	State of Florida
Grimes, John Thomas	Pike
Hagler, Beauford Clyde, Jr.	Houston
Hall, John Ronald	Covington
Hall, Oliver Mason	Montgomery
Hall, Peter Cleborn	Marion
Hall, William Comer	Houston
Hamer, George N.	State of Georgia
Hamrick, Eugene	Houston
Hancock, Jack Moore	Montgomery
Hand, Miriam Gertrude	Pike
Hardy, Wallace E.	Geneva
Hargrove, Ray Holan	Pike
Harrell, Ned Lanier	Coffee
Harris, Arthur Daniel	Houston
Harris, Clinton	Pike
Harris, Hubert Dennis	Pike
Harris, Ivor E.	Coffee
Harris, Sarah Annette	Pike
Harrison, Walter Whitley	Chambers
Hart, John H.	State of Florida
Hartzog, Jack H.	Covington
Hataway, Joe Kirven	Pike
Heath, James W.	Covington
Heath, Mary Jean	Coffee
Henderson, Murphree E.	Pike
Henderson, Raley C.	State of Florida
Hendricks, O'Neal	State of Georgia
Herron, John Frank	State of Georgia
Hicks, Aubrey Gene	Russell
Hicks, Herman Elroy	Russell
Hicks, Lila Ruth	Montgomery
Hilyer, Earl Raymond	Russell
Himberg, James Frederick	Pike
Hinton, Roxie Agnes	Mobile
Hobbs, Olen Eugene	State of Florida
Holland, Miriam Myrl	Houston
Holley, Charles Lenard	Geneva
Holley, James O.	Covington

Name	*County*
Holloway, Robert M.	Houston
Horn, James Parker	Chambers
Hornsby, Elva Louise	Coffee
Hornsby, Leon L.	Coffee
Horton, Wofford L.	State of Florida
Howard, Ralph Sullivan	Pike
Howell, Harry	State of Florida
Hudson, Bill Ray	Pike
Hughes, Hubert Graves	Houston
Hughes, Moore Ray	Pike
Hutcheson, Ashley	Covington
Hutto, Earl D.	Dale
Jackson, John Owens	Houston
Jackson, John William	Chambers
Jencks, Guy	State of Florida
Johnson, James Daniel	Dale
Johnson, John Coley	Pike
Johnson, John Ottis	Conecuh
Johnson, Joseph Richard	Crenshaw
Johnston, Jane Carolyn	Pike
Johnston, James Franklin	Barbour
Jolley, William B.	State of Georgia
Jones, Calvin Daws	Chilton
Jones, Doris Elizabeth	Pike
Jones, Duane	Elmore
Jones, Fletcher S.	State of Florida
Jones, Harold Martin	Pike
Jones, Richard Carl	State of Florida
Jones, Robert Roy	Wilcox
Kelley, Carey Earl	Chilton
Kelley, Joseph Lyndall	Chilton
Kelley, William Law	Pike
Kennedy, Robert Jackson	Pike
Key, Erskine Cleveland	Houston
Kimbro, Rachel	Crenshaw
King, Roy	Coffee
Kirkland, Betty Brantley	Pike
Kirkland, William Herman	Houston
Knowles, Charles R.	Elmore
Lacy, John William	Geneva
Layfield, Clyde Frederick	Russell
Lee, Byron L.	Baldwin
Lee, Charles Lindbergh	Pike
Lee, Dorothy Louise	Covington
Leslie, Felix Woodward, Jr.	Pike
Lesovich, Andrew Geoffrey	Pike
Lewis, Elva Louise	Coffee
Lewis, Robert R.	Escambia
Linton, Dorothy Cornelia	Crenshaw
Little, Vester Burt	Pike
Lynn, Waymon Edgar	Houston
McAllister, James J.	State of Georgia
McArthur, June Estelle	Geneva
McCall, Charles Ray	Covington
McCarty, Frank Wynton	Pike
McCarty, Vernon Jackson	Pike
McDurmont, Emmagene	Coffee
McEachern, John W.	Pike
McEntyre, Kenneth Edward	Houston
McKinley, Marion Lewis	Monroe
McKinnon, Dan L.	Barbour
McKissack, Harris R.	Escambia
McLean, James Angus	Barbour
McLeod, James Ralph	Houston
McVay, Wesley J.	Covington
Maddox, Emma Jean	Henry
Maddox, James Allred	Covington
Marshall, Charles Swift	Mobile
Martin, Cosby Hayes	Escambia
Martin, Robert Calhoun	Russell
Meadows, Lillian	Pike
Medley, Eldred Viron	Barbour
Meeks, Samuel Martin	Houston
Melder, Prentiss Dalton	Covington
Melton, Wallace Reid	Elmore
Mendheim, Billy S.	Houston
Mezrah, Jack Morris	Pike
Middlebrooks, Billy Frank	Pike
Miller, Ellen Marie	Pike
Miller, Maurice L.	Pike
Milton, Jimmie Ruth	Geneva
Mims, Ellis	Autauga
Ming, William T., Jr.	State of Florida
Mixson, David W.	Dale
Mixson, Kathryn Elizabeth	Dale
Monk, Marion D.	Dale
Moore, Barbara Ann	Geneva
Morgan, Roy W., Jr.	State of Georgia
Morris, Joseph H.	Escambia
Morris, Robert D.	State of Florida
Moseley, Neal O'Jennings	Crenshaw
Mozley, James Hammond	Covington
Mullins, James Lewis	Crenshaw
Murphree, Willie Brack	Lowndes
Murray, Harold Stanley	Autauga
Nall, Edward C.	State of Florida
Nall, Lois Donaldson	State of Florida
Neeley, James Edward	Chilton
Neumen, Gerald T.	Dale
Newman, Flora Jean	Dale
Newton, Riley Houston	Houston
Nichols, Mary Enzar	Montgomery
Norman, Haywood Eugene	Crenshaw
Odom, Doris Jean	State of Florida
O'Neal, Charle Clanton	Pike
Orr, Will Jeff	Houston
Owens, Betty Angelene	Conecuh
Parrish, Hilton Ray	Houston
Parker, Dallas Ted	Dale
Parker, James Doyle	State of Florida
Parker, Richard Staugh	Dale
Parrish, Helen Rea	Coffee
Parsons, Henry Grady	Autauga
Pate, Hubert Cecil	Houston

Name	*County*
Patrenos, James H.	State of Florida
Patrick, James R.	State of Florida
Pelham, Henry Frank	State of Florida
Penn, Dalton Hoffman	Dale
Perry, William Murphy	Russell
Peters, Edward Joseph	Dale
Petus, James Norris	Dale
Phillips, Bobby G.	Butler
Phillips, Marlin Thomas	Pike
Pinckard, Ervins Larve	Pike
Platt, Leonard E., Jr.	Butler
Pouncey, Charlie M.	Crenshaw
Powell, Carroll B.	Pike
Price, Jennie	Dale
Price, Hayward	Tallapoosa
Ray, Jim M.	Coffee
Reeves, James E., Jr.	Geneva
Rhodes, Helen Elizabeth	Pike
Rhodes, John Wallace	Geneva
Rhodes, Marlan B.	Geneva
Richardson, Carlis C.	Dale
Riddle, Charles L.	State of Georgia
Riley, Joseph Harmon	Covington
Rister, Wilson Neil	Dale
Roberts, Hazel	Dale
Robertson, Grattis E.	Covington
Robinson, Roderick D.	State of Florida
Roling, C. F.	Pike
Rumpf, Mary Joyce	Mobile
Russell, John Coleman	Geneva
Ryals, Elouise	Mobile
Ryals, James L.	Pike
Saliba, Elie T.	Houston
Sanders, Claude E.	State of Florida
Saunders, Charles L.	Covington
Saunders, William Houson	Pike
Scott, Herman Leo	Autauga
Scott, James Morgan	Crenshaw
Sellers, Annie Pearl	Houston
Sellers, Donahue Wood	Covington
Shears, Cyrus Collins	Covington
Sheppard, Bennie T.	State of Georgia
Shirley, James Grant	Barbour
Shirley, Mitchell Davis, Jr.	Barbour
Simmons, John R.	Escambia
Skinner, James William	Geneva
Skipper, Harry E.	State of Florida
Smith, Bessie Eurite	State of Florida
Smith, Ernestine Bryars	Baldwin
Smith, George Washington	Houston
Smith, Huey Gene	Barbour
Smith, Jack Willmas	Geneva
Smith, James Ferrel	Butler
Smith, John Sim	Houston
Smith, Leon Kellon	Coffee
Snellgrove, Aubrey H., Jr.	Dale
Solomon, Jackson Payne	Crenshaw

Name	*County*
Spradley, Joseph P.	Pike
Spurlock, Elizabeth	Pike
Stamos, Peter	State of Pennsylvania
Starling, Sidney Raymond	Pike
Stevens, Pat Elizabeth	Pike
Stewart, Mary Lou	Pike
Stokes, Cecil Climax	Covington
Stokes, Howard G.	Covington
Stokes, Myrus R.	Geneva
Stone, Miriam Beatrice	Covington
Strickland Roy B.	State of S. Carolina
Sullivan, Clarence W.	Montgomery
Tatom, Roby Lamar, Jr.	Pike
Tatum, Virginia Pauline	Coffee
Tatum, Willie Lee	Monroe
Taylor, Jack W.	Escambia
Taylor, James Elmer	Coffee
Taylor, James Engram	Covington
Taylor, Louis P.	State of Florida
Taylor, Marjorie Lucille	Escambia
Thomas, Willene	Chambers
Thomas, William Marion	Pike
Thomason, William C.	Covington
Thomley, Mary Evelyn	Baldwin
Thomsen, Mary Jane	Escambia
Thompson, Martin W.	Geneva
Tidwell, Calvin Coolidge	Houston
Tillery, Louie Frank	Houston
Tisdale, Mary Grace	Crenshaw
Townsend, John William, Jr.	Pike
Townsend, Samuel Francis	Pike
Turbeville, Henry Dayter	Monroe
Tuveson, Mae	Baldwin
Underwood, Frances Anna	Baldwin
Uptagrafft, Frederick	Covington
Vaughn, Wade Hampton, Jr.	Pike
Vickery, Arthur Jim	Houston
Walters, Robert Coleman	Pike
Ward, Jo Ann	Pike
Ward, Sherwood Rex	Pike
Warren, Annie Martha	Pike
Watson, David A.	State of Florida
Weaver, Donald Spivey	Henry
Webb, Frances Bonny	Geneva
Webster, Hugh Richard	Montgomery
Wells, Elbert Ray	Covington
Whigham, Mary Ellen	Geneva
White, Charles King, Jr.	Pike
Whitehurst, Mattie Ruth	Pike
Wiggins, Barbara Leigh	Monroe
Wiggins, Roy S.	Pike
Wilkes, Mary Helen	Pike
Williams, Julius Carl	Elmore
Williamson, Betty Jean M.	Lowndes
Williamson, Willie Cline, Jr.	Pike
Williford, Betty Jean	Pike
Williford, Thomas Earl	Pike

Name	*County*
Willis, James Gordon	Houston
Willis, John Reginald	Monroe
Wilson, George H.	Crenshaw
Wilson, Jack H.	Covington
Wilson, James Kenneth	Pike
Wingard, James Monroe	Autauga
Wise, Arthur G.	Geneva
Wise, Bronzene M.	Coffee
Wishum, Thomas C.	Covington
Wood, Annie Maude	Dallas
Woodham, Ben H.	Dale
Wright, William Ellias, Jr.	Houston
Wyatt, Andrew J.	Crenshaw
Wyatt, George David	Autauga
Wyatt, Nathaniel Martin	Crenshaw
Youngblood, Clifton Motes	Pike
Youngblood, Robert Murray	Pike

SOPHOMORE CLASS

Name	*County*
Anderson, Betty	Pike
Anners, James Arthur	Lowndes
Ashworth, Oliver Rhodes	Pike
Battley, Marion M.	State of Georgia
Blackshear, John M.	State of Georgia
Boone, Agnes Clio	Monroe
Booth, Alfred Edwin	State of Georgia
Borland, Wallace Comer, Jr.	Dale
Boutwell, James Lamar	Pike
Boutwell, Thomas Ray	Pike
Bridges, Everett H.	State of Georgia
Brown, Phillip Stovall	Russell
Bryson, Betty Jane	Coffee
Bush, Joseph Earl	Pike
Bush, Mary Kate	Barbour
Carlile, Chalmus D.	Coffee
Carmichael, Mary Nell	Coffee
Clark, Helen G.	Crenshaw
Cobb, Willis A.	State of Florida
Cole, Arthur Bregger	Tallapoosa
Crunk, Sue Helen	Pike
Curry, Emma Jean	Butler
Davis, Dorothy	Coffee
Davis, Ellie Ree	Baldwin
Davis, Silas Barney, Jr.	Butler
Easterling, Dan Allen	Barbour
Farrar, Jack Kenneth	Russell
Foshee, Doris Imogene	Covington
Grant, William L.	Covington
Graves, Arthur Wilkes	Pike
Graves, Charles David, Jr.	Pike
Greene, Rupert D., Jr.	Pike
Griffin, Stanley Wade	Pike
Grimes, Martha Sue	Coffee
Hamil, George Beno	Pike
Hardee, Juanita A.	Crenshaw
Hatfield, Fred James	Tallapoosa
Hendricks, W. G., Jr.	State of Georgia
Henry, William Ewing	Geneva
Higgins, Austin C.	Pike
Howard, Farley William	Pike
Hulsey, George	Pike
Hutchison, Mary Blanche	Coffee
Jackson, George W.	State of Georgia
Johnson, William M.	State of Florida
Joiner, Wallace Ray	Houston
Jones, John Thomas	Tallapoosa
Jones, Sidney F.	Houston
Jordan, Curry E.	Pike
Josey, Annie Pearl	Covington
Kelley, Helen Sue	Coffee
Kilpatrick, Vernon A.	Geneva
King, Wilbur Jackson	Pike
Kirby, William Edward	Escambia
Land, Charles E.	State of Georgia
Lee, Robbie Ruth	Monroe
Leverette, Jane Allen	Pike
Leverette, Kyle Ramage	Pike
Lipford, Daniel A.	State of Florida
Locklar, Haskell N.	Pike
Laney, William Starke	Pike
Long, Arthur Bruce	Escambia
Lowery, Harvey Joe	Elmore
McCartney, Martha Angeline	Pike
McDade, Gerald Wallace	Montgomery
McGee, Willie Jean	Autauga
McGowin, Everette	Pike
McGowin, Joseph Jackson	Pike
Maddox, George William	Houston
Mallette, Geraldine	Covington
Mattair, D. M.	State of Washington
Merritt, Cecil Eugene	Houston
Miller, Billy R.	Houston
Miller, Bond Wallace	Houston
Ming, James O.	State of Florida
Mooneyham, Grover Cleveland	Barbour
Moore, Betty Carolyn	Pike
Murdock, Robbie Hazel	Coffee
Nelson, Baron Elmo	Crenshaw
Norris, Charles Weaver	Lowndes
Norris, William E.	Houston
O'Neal, James Frank	Pike
Penn, Bonnie Louise	Dale
Pittman, Dorothy Sue	Coffee
Price, Autis Embree	Dale
Price, James	Pike
Price, Leroy	Coffee
Ramage, Gene M.	Houston
Rhoades, James	Pike

Name	*County*
Richards, William Thomas	Geneva
Roberts, G. T., Jr.	State of Georgia
Sammons, Chaphin Raymond	Geneva
Screws, William A.	State of Georgia
Sellers, Curtis Ewell, Jr.	Pike
Sewell, Buford Quinston	Cherokee
Sikes, Carl	Crenshaw
Sims, Mary Elizabeth	Pike
Smart, Thomas Weldon	Pike
Smith, William C.	Pike
Stallings, Robert Thomas	Pike
Stanley, Arah Porch	Chilton
Steiner, Henry Merle	Butler
Stephenson, Mary Price	Crenshaw
Strickland, H. L.	State of S. Carolina
Stringer, Charles P.	State of Georgia
Sumner, Arthur LeFayette	Elmore
Swain, James Carlos	Coffee
Swain, Martha Jo	Coffee
Thompson, Reva Wynn	Dale
Threadgill, Luther Ernest	Pike
Towey, Thomas Edward	Mobile
Turner, Laura Gray	Washington
Warren, William Monroe	Pike
Watford, Helen Joyce	Houston
Weed, S. Olivia	Crenshaw
Welch, Jane	State of Mississippi
Wheatcroft, Kathryn	Mobile
White, Blair J.	Pike
White, Elbert J.	Pike
Wiggins, Tulia	Dale
Wilkes, J. C., Jr.	Pike
Willoughby, Jessie Merle	Coffee
Wise, William B.	Coffee
Wood, Martha Elizabeth	Covington
Wright, Aubrey Lee	Crenshaw

JUNIOR CLASS

Alexander, C. R.	State of Georgia
Allen, Edna	Pike
Allen, Mary Alma	State of Tennessee
Allen, William D.	Pike
Andress, Robert P.	Pike
Ashworth, Irene C.	Pike
Bannon, Mike F.	State of New Jersey
Besdsole, Julia Mount	Geneva
Bedsole, Polly Onita	Coffee
Bragg, Sam McCrary, Jr.	Escambia
Bush, Martha Claire	Tallapoosa
Byrd, James W.	Pike
Chapman, Sara Talbot	Pike
Coffield, William H.	Pike
Compton, Willie Mae	Crenshaw
Cooper, Jeanette Cora	Covington
Crittenden, Zack	Pike
Driggers, James Larue	Covington
Faris, Margaret	Pike
Forster, Minerva Grace	Baldwin
Franklin, Mary Virginia	Crenshaw
Gibson, Gray	Pike
Gibson, John W.	Pike
Glass, Dorothy Hilda	Houston
Greene, Fannie Kimbol	Pike
Hartin, William Wesley	Covington
Hethcox, Norice Lazelle	Pickens
Hughes, Buford Lamond	Houston
Laney, Edna Jeanette	Dale
Little, Sybil Lewis	State of Georgia
McGraw, Nancy	State of Florida
McNair, Miriam E.	Pike
Mallette, Juanita	Covington
Marcus, George B.	Pike
Miller, Marjorie Benton	Baldwin
Moncrief, Martha Carole	Mobile
Moore, Jean Ophelia	Crenshaw
Petty, David	Crenshaw
Pope, Dorothy Ellen	Covington
Renfroe, Mary Walters	Pike
Robertson, Betty	Houston
Ruffin, Evyleria	Conecuh
Shaddix, Henry C.	Clay
Smart, Thomas Reynolds	Pike
Smith, Jack	Montgomery
Taylor, Frances	Coffee
Taylor, F. M.	State of Georgia
Waters, Carolyn Virginia	Bullock
White, Dorothy Madge	Pike
Yarbrough, Raymond Chester	

SENIOR CLASS

Blackwell, Hilda M.	Houston
Blackwell, John Rufus	Houston
Bowers, Frances Marion	Pike
Brantley, Dorothy	Pike
Burks, Marilyn	Pike
Carpenter, Clem. W.	Crenshaw
Copeland, Roy S.	Covington
Crenshaw, Mary Elizabeth	Butler
Dean, Alton Alexander	Geneva
Durden, William R., Jr.	Covington
Fallin, Mary Eleanor	Pike
Griffin, George T.	Barbour
Hadley, Annie Charles	Monroe
Harper, Helen Kathleen	Conecuh
Hataway, Curtiss Cranford	Pike
Hataway, Sara Andress	Pike

Name	*County*
Herrington, Elbert Lavaughn	Escambia
Howard, Charles Edwin	Pike
Jackson, William L.	Crenshaw
Joiner, Dorothy Flake	Pike
Key, Raiford Jackson	Pike
Lamont, Hubert	Butler
Lipscomb, James William	Autauga
Lipscomb, Marie	Baldwin
McCall, Lillie Mae	Pike
McKeller, Milton Lafayette	Barbour
McLain, Willie Jiles	Pike
McLeod, Frances Talbot	Pike
McNair, Marylyn Martha	Pike
Mattair, Charles F.	State of Florida
Meacham, Jean	Coffee
Mobley, Effie Leta	Henry
Morton, Lois Baker	Dale
Nelson, Sidney W.	Pike
Nixon, Marion	Pike
Norman, Wilburn Jackson	Crenshaw
Olive, Joe	Crenshaw
Pate, Olen Basil	State of Florida
Peacock, Morris	Dale
Pierce, Lucile Lawson	Pike
Ramage, James Taylor	Pike
Rhodes, Kate Curtis	Crenshaw
Riddle, Edwin C.	Autauga
Sartain, James Auxford	Pike
Scott, Ruth Louise	Mobile
Shaddix, Eleese Adamson	Chambers
Smith, Martha Ann	Pike
Stewart, Gilbert Lamax	Pike
Talbot, Peggy	Pike
Taylor, Lucy C.	Pike
Tjomsland, Arnold C.	Pike
Trussell, Charlie Thomas	Bullock
Yates, Jack Collins	Elmore

SUMMARY OF ENROLLMENT, 1946-47

SUMMER QUARTER, 1946

Freshmen		174
Sophomores		97
Juniors		88
Seniors		124
Specials and Post-Graduates		22
Men	170	
Women	335	
TOTAL		505

REGULAR SESSION, 1946-47

Freshman		461
Sophomores		125
Juniors		50
Seniors		53
Specials		5
Men	497	
Women	197	
TOTAL		694
Total in Summer Quarter and Regular Session		1199
Extension Class (including duplicates)		240
Laboratory School, Summer Quarter and Regular Session		398
TOTAL		1837
Duplicates		151
GRAND TOTAL		1686

SPECIAL STUDENTS

Name	*County*
Bickford, Robert L. S.	Pike
Bristow, Johnnie McQuagge	Pike
Ham, Virgil Seldon, Jr.	Geneva
Pena, R.	Honduras, Central America
Pena, R. F.	Honduras, Central America

REGISTER OF STUDENTS OF SUMMER SESSION 1946

FRESHMAN CLASS

Name	*County*
Adkinson, Mrs. Dovie Mae	Escambia
Alderman, Charles Bobbitt	Covington
Allen, William Dorman	Pike
Anderson, Betty	Pike
Anners, James Arthur	Lowndes
Bannon, Mike F.	State of New Jersey
Barlie, Linnie Lee	Geneva
Battles, Mrs. Fannie Lounell	Geneva
Battley, Marion M.	State of Georgia
Bergman, Emily Margaret	Baldwin
Berry, Mrs. Sue L.	Baldwin
Blackshear, John Miles	State of Georgia
Boone, Mrs. Agnes C.	Monroe
Booth, Alfred E.	State of Georgia
Boutwell, James Lamar	Pike
Boutwell, Thomas Ray	Pike
Bowdoin, Daisy	Coffee
Bowdoin, Dixie	Coffee
Bragg, Mae Martin	Coffee
Bridges, Everett Holt	State of Georgia
Brooks, Mrs. Maxine H.	Conecuh
Browder, Claudia	Conecuh
Brown, Phillip Stovall	Russell
Broxson, Leatrice	State of Florida
Bullock, John Monroe	Pike
Bush, Joseph Earl	Pike
Bush, Lula Dell	State of Florida
Cain, Correne	Covington
Cole, Arthur Breggar	Tallapoosa
Coffield, William H.	Pike
Conaway, Robert Andrew	Coffee
Cooke, Mace	Coffee
Cosson, Mrs. C. H.	State of Florida
Cross, William H.	Covington
Davis, Addie Juanita	Geneva
Davis, Dorothy	Coffee
Davis, Mrs. Ethel W.	Crenshaw
Dinkins, Audrey Nell	Russell
Dixon, Mrs. Ethel L.	State of Florida
Dixon, Samuel S.	State of Florida
Doughtie, Jaura Jane	Russell
Downing, Mrs. Emma W.	Tallapoosa
DuBose, Wayland G.	Coffee
Easterling, Dan A.	Barbour
Easterling, James T.	Barbour
Enfinger, Floyd Carson	Geneva
Farror, Jack Kenneth	Russell
Farror, Margaret Sue	State of Florida
Fields, Pearl	Conecuh
Fleming, Mrs. L. G.	State of Florida
Floyd, Carolyn	Pike
Foshee, Doris Imogene	Covington
Ganus, Watson Greene	Russell
Gibson, John W.	Pike
Godwin, Ben Carroll	Pike
Golden, John B.	Elmore
Grant, William L.	Covington
Graves, Arthur W.	Pike
Graves, Charles David	Pike
Greene, Fannie Kimbol	Pike
Greene, Rupert D., Jr.	Pike
Grimes, Martha Sue	Coffee
Guy, Elsie	State of Florida
Hall, Thelma Louise	Coffee
Hargett, Arla O.	Franklin
Harris, Hubert Dennis	Pike
Hart, Fannie Merle	Escambia
Henderson, Murphy Edward	Pike
Henderson, Hairell L.	Etowah
Hendricks, Walter G.	State of Georgia
Henley, Lenis	Escambia
Henry, William Ewing	Geneva
Higgins, Austin C.	Pike
Hollis, Alice LaNell	Coffee
Hughes, Rosa Mae	State of Florida
Hulsey, George	Pike
Ingram, Grady Leroy	Pike
Jackson, Mrs. Cecilia L.	Escambia
Jackson, George W.	State of Georgia
Jackson, Mrs. Thelma	Escambia
Jernigan, Mrs. Dorothy	Covington
Johnson, William M.	State of Georgia
Johnston, Katherine A.	Crenshaw
Jones, John Thomas	Tallapoosa
Jones, Mary Josephine	Geneva
Jordan, Curry C.	Pike
Kelley, Helen Sue	Coffee
Keltz, Bonnie Mayme	Baldwin
Kilpatrick, Mrs. E. R.	State of Florida
Kilpatrick, Vernon A.	Geneva
King, Wilbur Jackson	Pike
Kirby, William Edward	Escambia
Land, Charles E.	State of Georgia
Laney, William Stark	Pike
Lee, Jackson	Pike
Leverette, Kyle Ramage	Pike
Lewis, William Key	Pike
Lipford, Daniel A.	State of Florida
Little, Arthur Roy	Montgomery
Locklar, Haskell N.	Pike
Lowery, Harvey Joe	Elmore
Lynn, Waymon Edgar	Houston
McCullough, Theresa	Geneva
McDade Gerald W.	Montgomery

Name	*County*
McDurmont, Emmagene	Coffee
McGee, Willie Jean	Autauga
McGill, Raymond Floyd	Tallapoosa
McGowin, Everette	Pike
McNiel, Mrs. Pearle Aline	Mobile
Maddox, George William	Houston
Mallette, Geraldine	Covington
Marler, Bertha Mae	Coffee
Merritt, Cecil Eugene	Houston
Miller, Billy R.	Houston
Miller, Bond Wallace	Houston
Mooneyham, Grover C.	Barbour
Moore, William Swann	Perry
Morris, Drucella Onita	Covington
Murphree, Thelma Jean	Covington
Nelson, Baron E.	Crenshaw
Noltensmeier, Vera May	Baldwin
Norris, Charles Weaver	Lowndes
Norris, William E.	Houston
Odom, Jean	State of Florida
O'Neal, James Frank	Pike
Overstreet, Pauline	State of Florida
Park, Mrs. Allie B.	Pike
Presley, Mrs. Ila Mae	Butler
Price, James	Pike
Price, Leroy	Coffee
Prim, Mrs. Etoel Windham	Geneva
Purvis, Mrs. Mabel W.	Coffee
Reeder, Cecil Marion	Geneva
Rhoades, James	Pike
Richards, William T.	Geneva
Roberts, G. T., Jr.	State of Georgia
Roland, Susie Euardell	Geneva
Ryals, Charles Edwin	Pike
Saunders, William Hanson	Pike
Scarbrough, Sarah Nell	Barbour
Scott, Pitt M. Jr.	State of Florida
Searcy, Wilma Pauline	Houston
Sellers, Curtis Ewell, Jr.	Pike
Sewell, Buford Quinston	Cherokee
Shreve, Robert F.	Andalusia
Smith, Myrtle	Butler
Smith, William C.	Pike
Spivey, Nellie Grace	Geneva
Stallings, Frances Elizabeth	Pike
Stallings, Robert Thomas	Pike
Stephenson, Mary Price	Crenshaw
Stewart, Mrs. D. K.	State of Florida
Stewart, Kitty C.	State of Florida
Stringer, Charles P.	State of Georgia
Swain, Martha Jo	Coffee
Threadgill, Luther Ernest	Pike
Towey, Thomas Edward	Mobile
Turner, Eugene Frankie	Dale
Tyler, Mrs. Ruth K.	Barbour
Warren, William Monroe	Pike
Wasden, Emma Ruth	Escambia
Welch, Jane	State of Mississippi
White, Elbert Jefferson	Pike
White, Blair J.	State of W. Virginia
Whitehead, Beatrice Sager	Coffee
Wiggins, Barbara Leigh	Monroe
Wiggins, Helen	Escambia
Wilkerson, Faye	State of Florida
Williams, Lois Marie	Pike
Willoughby, Jessie Merle	Coffee
Wise, Mary Jeanitte	Covington
Wise, William B., Jr.	Coffee
Wright, Aubrey Lee	Crenshaw
Zantop, Esther Mable	Baldwin

SOPHOMORE CLASS

Alexander, C. R.	State of Georgia
Allen, Edna	Pike
Andress, Robert Percy	Pike
Beck, Mrs. Clara Dendy	Crenshaw
Bedsole, Ray	State of Florida
Bice, Ora Mae	Baldwin
Boutwell, Mrs. Haughtie P.	Coffee
Bragg, S. M., Jr.	State of Florida
Brogden, Miss Irma Mae	Covington
Brook, Mrs. Sarah	Crenshaw
Browder, Mrs. Johnie Mae	Macon
Brown, James Harlan	Geneva
Broxson, SeAttle	State of Florida
Byrd, James W.	Pike
Clark, Mrs. Anna Fendley	Coffee
Compton, Willie Mae	Crenshaw
Cooper, Jeanette	Covington
Cross, Mrs. Bessie Catoe	Covington
Dees, Hazel A.	Monroe
DeVaughn, Mrs. V. F.	State of Florida
Dickert, Annelle	Pike
Fincher, Ina Florence	Butler
Findley, Lois Magdalene	Conecuh
Freeman, Mrs. Lillie Mae	Dale
Fuller, Mrs. Kate Lee	Coffee
Gardner, Mrs. Gerald W.	Crenshaw
Goehagan, Mrs. Lois M.	Covington
Gibson, Gray	Choctaw
Green, E. Lavonia	Pike
Guthrie, Mrs. Carrie White	Marshall
Harrison, Mrs. E. B.	State of Florida
Harrison, H. F.	State of Florida
Holmes, Faye Winnie	Covington
Hughes, Buford Lamond	Houston
Johnson, Mrs. Arkey D.	Coffee
Jones, Mrs. Minnie Maybelle	Dale
Kennedy, Sue Helen	Pike
Knowles, Mrs. Susie	Houston

Name	*County*
Leatherwood, Mrs. Martha F.	St. Clair
Lee, Charles McDowell	Barbour
Lee, Robbie Ruth	Monroe
Leverette, Jane Allen	Pike
Lundberg, Mrs. Louise J.	Baldwin
McCart, Mack	Coffee
McCartney, Mrs. Martha A.	Pike
McCrary, John B.	Pike
McGalliard, Mrs. Mary	Chilton
McGraw, Nancy	State of Florida
McNair, Miriam E.	Pike
Mallette, Juanita	Covington
Marcus, George B.	Pike
Martin, Mrs. Mattie Inez	Pike
Martin, Myrlene	Coffee
May, Ida Geraldine	Houston
Medley, Amanda Dot	Barbour
Miles, Lizzar	Coffee
Miller, Mrs. Cornelia	State of Georgia
Milton, Mrs. Floy B.	State of Georgia
Moncrief, Martha Carole	Mobile
Mullins, Mrs. Kate Vann	Houston
Padgett, Mrs. Alice B.	State of Florida
Petty, David	Crenshaw
Powell, Mrs. Jewel Wilson	Covington
Raber, Mary Alvina	Baldwin
Register, Mrs. Nora T.	Crenshaw
Richards, Frances	Geneva
Richerson, Mrs. Gaynell Ross	Baldwin
Ross, Lucile	Barbour
Ruffin, Evyleria	Conecuh
Searcy, Myrtle Lois	Pike
Sims, Mary Elizabeth	Pike
Smith, Martha Ann	Pike
Spears, Ruby Naomi	Geneva
Taylor, Frances	Coffee
Taylor, Fredrick M.	State of Georgia
Thompson, Mrs. Myrtle R.	Escambia
Todd, Hiram A.	Houston
Toole, Mrs. Patricia Ann	Geneva
Turner, Laura Gray	Washington
Vickers, Mary Kate	Henry
Wall, Mrs. Thelma G.	Coffee
Warren, Mary Glenn	Coffee
Waters, Carolyn Virginia	Bullock
Watkins, Eddie Mae	Houston
Weeks, Mrs. Sarah Ellen	Dale
White, Dorothy Madge	Pike
White, Mrs. W. Joe	Pike
Wilkes, J. C., Jr.	Pike
Wilkerson, Peggy Joyce	Barbour
Williams, Annie Vann	Houston
Wilson, Lynne Pearl	Coffee
Witherington, Mrs. Mettie B.	Pike
Womble, Mrs. Georgia P.	Houston
Womble, Valeria Cornelia	Houston
Worley, Katherine Genelle	Covington
Wynne, Jean	Pike
Yarbrough, Raymond Chester	Autauga

JUNIOR CLASS

Alexander, Mrs. Leola S.	Butler
Baker, Mrs. Marie S.	Covington
Bates, Mrs. Maggie Bessie	Lowndes
Beasley, Mrs. Lillie M.	Dale
Bessant, Aaron Zeron	Russell
Boothe, Mrs. Irene Adams	Pike
Bowers, Frances Marion	Pike
Bryan, Mrs. Bertie Hix	Butler
Burks, Marilyn	Pike
Calhoun, Ammon C.	Escambia
Callahan, Mrs. Leila C.	Mobile
Carpenter, Clem W.	Crenshaw
Caton, Carbena	Covington
Commander, Ruby Charles	Pike
Dade, Mrs. Lounette Garrick	Baldwin
Dean, Annie Lora	Conecuh
Dominey, Mrs. Evie S.	Barbour
Dorough, Louise	Coffee
Ellis, Mrs. Amy Cole	State of Florida
English, Judge W.	Dale
Fallin, Mary Eleanor	State of Florida
Faris, Mrs. Margaret	Pike
Folmar, Mrs. Lois Graves	Pike
Forster, Minerva Grace	Baldwin
Frazier, William Taft	Tallapoosa
Garrick, Lily Alma	Baldwin
Glass, Dorothy Hilda	Houston
Greene, Mrs. Fannie McQuagge	Pike
Hadley, Annie	Monroe
Hall, Nellie Kate	Henry
Harper, Joseph	Coffee
Haskew, Mrs. Clarence J.	Conecuh
Hataway, C. Cranford	Pike
Helms, Allie Mae	Crenshaw
Hewston, Mrs. Ruby C.	Dallas
Hoffman, Lucille	Geneva
Hornsby, Edna Lois	Coffee
Huckaba, Mrs. Tumi G.	Pike
Jacobs, Dot	Coffee
Johnson, Mary Gregg	Monroe
Joiner, Dorothy Flake	Pike
Kelley, Agnes Faye	Chilton
Kelley, Sara S.	Pike
Lamont, Hubert	Butler
Lewis, Mrs. Eunice Day	Coffee
Lewis, Mrs. S. L.	State of Georgia
McCullough, Alma Lorene	Geneva
McDaniel, Jay	State of Florida

Name	*County*
McKeller, Milton L.	Barbour
McLeod, Mrs. Frances Talbot	Pike
McNair, Marylyn Martha	Pike
Martin, Mrs. Nellie A. Barker	Coffee
Mason, Mrs. Maude Griffin	Bullock
Meacham, Jean	Coffee
Miller, Bernice	Baldwin
Miller, Mrs. Marjorie Benton	Baldwin
Mitchell, Mrs. Anne Deason	Crenshaw
Moll, Muriel Claire	Pike
Morgan, Louise Colson	Coffee
Morrison, Hettie	Covington
Murphy, Mrs. Johnnie P.	Houston
Nixon, Marion	Pike
Ogletree, William T.	Pike
Paramore, Mary Vic	Dale
Parker, Mrs. Bonnie Faulk	Dale
Pate, Olen Basil	State of Florida
Raye, Irene M.	Butler
Rhoades, N. W.	Coffee
Riddle, Edwin C.	Autauga
Roberts, Joseph Marion	Coffee
Rowe, Mrs. Helen Moseley	Coffee
Roy, Edith Irene	Autauga
Royals, Maxine	State of Florida
Sessions, Nell	Chilton
Shiver, Mrs. Garia	State of Florida
Smathers, Mrs. A. E.	Covington
Stanley, Mrs. Helen Stephenson	Coffee
Sumner, Mrs. Etoile Gilchrist	Dallas
Talbot, Peggy	Pike
Taylor, Mrs. Lucy Copeland	Pike
Tjomsland, Arnold C.	Pike
Trussell, Charlie T.	Bullock
Warr, Doris Eugenia	Barbour
Whittle, Vernon	Butler
Wiggins, Mrs. Jessie J.	Conecuh
Wilson, Ruby Rose	Crenshaw
Wynn, Irma Adams	Houston
Yates, Jack Collins	Elmore

SENIOR CLASS

Adams, Mrs. Ellie F.	Pike
Akins, Mildred Lorraine	Morgan
Barnes, Mrs. Ethel P.	Dale
Benton, Mrs. Myrtle Samply	Barbour
Blackwell, Mrs. Hilda M.	Houston
Blackwell, John R.	Houston
Bostick, Annie Lou	Henry
Bowdoin, Leroy	Coffee
Bozeman, Mrs. Ruth Wilson	Crenshaw
Brooks, Mrs. Jewell Smilie	Montgomery
Bryan, Robert	State of Georgia
Byrd, Lydia N.	Crenshaw
Canant, Georgia Kathryn	Barbour
Chunn, Ethel Warren	Covington
Chunn, Marlin A.	Covington
Clark, Carolyn	Crenshaw
Cleveland, Mrs. W. R.	State of Georgia
Clower, Lala Pearl	Coffee
Commander, Faye	Montgomery
Coplin, Margaret Anne	Covington
Crowell, Mrs. Sula N.	Elmore
Cruit, Annie Brooks	Escambia
Cruit, Kate Lulu	Escambia
Darby, Doris	Clay
Davis, Sara	Pike
Dupree, Sarah	Macon
Duck, Walter Glen	Baldwin
Durden, William R., Jr.	Covington
Dykes, Mrs. Johnnie Mae	Dale
Farris, Robert Leamon	Coffee
Fowler, Wilmer G.	State of Florida
Freeman, Crawford Calmese	Barbour
Garrett, Jesse Thomas, Jr.	Russell
Garner, Mrs. Emmette M.	Dale
Goldsby, Louise Reid	Baldwin
Golson, Evelyn Merle	Conecuh
Greenhaw, Sue	State of Georgia
Haisten, Mrs. Louise C.	Pike
Ham, Virgil Seldon, Jr.	Geneva
Harper, Helen Kathleen	Conecuh
Hataway, Mrs. Sara Andress	Pike
Hicks, Thomas L.	Pike
Hobbs, Roy E.	State of Florida
Howard, Charles Edwin	Pike
Hullett, Louise	State of Florida
Hullett, Vianna A.	State of Florida
Hutchison, Mrs. Nev C.	Coffee
Jackson, K. P.	State of Florida
Jackson, William L.	Crenshaw
Johnson, Mrs. Arvie Cook	Butler
Johnson, Edna	Houston
Johnson, Robert Sterling	Dale
Johnson, Mrs. Katherine A.	Crenshaw
Jones, Fan Scofield	Barbour
Jones, Mrs. Marie Williams	Butler
Kelley, Roscoe Douglas	Pike
Kendall, Tom M.	Covington
Kennedy, Mrs. Eula S.	Crenshaw
Kennedy, Bennie Maude	Pike
Key, James William	Pike
Key, Raiford Jackson	Pike
King, Marion Stiener	Montgomery
Knight, Adolphus A.	Chambers
Layton, Mrs. Billie Swain	Pike
Layton, George Leslie	Pike
Lee, Helen Phillips	Baldwin
Lee, Shirley	Escambia
Lehmann, Dorothy S.	Baldwin

Name	*County*
Lipscomb, Marie	Baldwin
Lisenby, Nettie Jane	Dale
McCullough Joyce Louise	Coffee
McDurmont Edna Rice	Geneva
McDurmont, Thomas R.	Geneva
Maddox, Louise McCarty	Houston
Majors, Betty	Butler
Martin, Frances Cornelia	Lowndes
Minchew, Lucille	State of Georgia
Mooney, Ralph	Barbour
Moore, Georgia V.	Covington
Morgan, Mrs. Cora M.	Crenshaw
Moseley, Elwyn Albert	Crenshaw
Nelson, Ruth Sigrid	Mobile
Nelson, Sidney W.	Pike
Newberry, Etta	Geneva
Ogburn, Patricia	Geneva
O'Gwynn, Olive Lillian	Mobile
Parker, Sara Virginia	Geneva
Peacock, Florrie	Pike
Phillips, William V.	Barbour
Pointer, Ida Elizabeth	Pike
Pope, Mrs. Ruth C.	Coffee
Reynolds, Mrs. Catherine	Dale
Reynolds, Mary Jeane	Dale
Rhodes, Ruby Kathryn	Montgomery
Rowe, Mary Ella	Coffee
Rushton, Mrs. Kay	Crenshaw
Salter, Mary Evelyn	Butler
Sanders, Annie Frances	Pike
Sartain, James Auxford	Pike
Stewart, Gilbert Lamax	Pike
Stough, Tommie Jean	Montgomery
Stringer, Mrs. Estelle P.	Conecuh
Tallant, Lydia H.	Butler
Taylor, Blanche Vencil	Baldwin
Tew, Frances E.	Pike
Thomas, Mrs. Clarabel T.	Crenshaw
Thompson, Mildred	Butler
Thornton, Vivian B.	Elmore
Till, Edna	Butler
Tisdale, Vera P.	Crenshaw
Todd, Jean	State of Georgia
Toole, Ralph R.	Geneva
Turner, Margaret	State of Florida
Tyler, Mrs. Sara Ellen	Coffee
Vickrey, Ardieth	Escambia
Wall, Sara Irene	Elmore
Waller, Mildred A.	State of Georgia
Ward, Morris Taylor	Elmore
Waters, Grace	Henry
Whaley, Karie Aretious	Pike
White, Nina Pauline	Escambia
Wilson, Marie	Pike
Wise, Louise Price	Barbour
Youngblood, Mrs. Nina P.	Pike

POST-GRADUATE

Davison, Nellie Amanda	Pike
Epperson, Arthur C.	Baldwin
Holman, Mrs. Floride Arwood	Dale
Hunt, Emmie M.	Dale
Price, Wilma Ann	State of Florida
Stringer, Emmett Ray	Crenshaw

SPECIAL

Arnold, Mrs. Mordecai R.	Baldwin
Ashworth, Oliver Rhodes	Pike
Barnes, Mrs. Alyne M.	Escambia
Brunson, Judith Hampton	Coffee
Dunbar, Dolly	Pike
Gellerstedt, Jeanne Lamar	Pike
Leslie, Doris	Pike
Neal, Maude	Monroe
Pena, R.	Honduras, Central America
Pena, R. A.	Honduras, Central America
Scanlon, J. W.	State of New Mexico
Sellers, Robert Leon	Pike
Tomme, Mrs. Ola Davis	Russell
Teweson, Mae M.	Baldwin
Valade, Mrs. Brady Lea	State of Florida
Weeks, Mrs. E. R.	State of Florida

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EDWARD W. CHACE

BIBB GRAVES HALL

BULLETIN

TATE TEACHERS College

ROY, ALABAMA

1948-1949

BULLETIN

of the

State Teachers College

Troy, Alabama

Volume XXXV July, 1948 Number 1

Member
The Southern Association of Colleges
And Secondary Schools
The American Association of Teachers Colleges
The Association of Alabama Colleges

CATALOGUE FOR 1947-1948

ANNOUNCEMENTS
FOR
1948-1949

The Sixty-Second Year

Published quarterly by Alabama State Teachers College, Troy, Alabama. Entered as Second-Class Matter at the Post Office at Troy, Alabama, under Act of March 12, 1914.

CALENDAR

FALL QUARTER, 1948

SEPTEMBER	12	*Sunday.* Dormitories Open.
SEPTEMBER	13	*Monday.* Orientation and Registration of all students.
SEPTEMBER	14	*Tuesday.* Class Work Begins.
NOVEMBER	25	*Thursday.* Thanksgiving holiday.
DECEMBER	4	*Saturday.* Close of Fall Quarter.

WINTER QUARTER, 1948-49

DECEMBER	6	*Monday.* Registration and beginning of class work.
DECEMBER	22	*Wednesday.* Christmas holidays begin.
JANUARY	3	*Monday.* Class work resumes.
MARCH	5	*Saturday.* Close of Winter Quarter.

SPRING QUARTER, 1949

MARCH	7	*Monday.* Registration and beginning of class work.
MAY	27	*Friday.* Close of Spring Quarter.

SUMMER QUARTER, 1949

JUNE	6	*Monday.* Registration.
JUNE	7	*Tuesday.* Class Work begins.
JULY	12	*Tuesday.* Close of the first session of the Summer Quarter.
JULY	13	*Wednesday.* Registration for the second session of the Summer Quarter, beginning of class work.
AUGUST	19	*Friday.* Graduation exercises, 10:00 A. M. Close of Summer Quarter.

Classes will meet on the following Saturdays:
June 11; July 9, 23; August 6.

Students entering after class work begins must pay an extra fee of $2.00 for late registration.

STATE BOARD OF EDUCATION

Governor JAMES E. FOLSOM, *President*, Montgomery, Alabama

Name	*Address*	*Congressional District*	*Term Expires*
C. M. A. ROGERS	Mobile	First	1949
RANKIN FITE	Hamilton	Second	1953
H. L. UPSHAW	Eufaula	Third	1949
HARRY M. AYRES	Anniston	Fourth	1951
JOE STARNES	Guntersville	Fifth	1949
L. H. ELLIS	Columbiana	Sixth	1951
ROY NOLEN, JR.	Montgomery	Seventh	1953
JOHN M. SNODGRASS	Scottsboro	Eighth	1953
DONALD COMER	Birmingham	Ninth	1949

Superintendent A. R. MEADOWS, *Secretary and Executive Officer*
Montgomery, Alabama

OFFICERS OF ADMINISTRATION

CHARLES BUNYAN SMITH, ED.D.	*President*
GEORGE ROBERT BOYD, PH.D.	*Dean*
RAYMOND E. THAGARD	*Treasurer*
BESS McCANN, M.A.	*Registrar*
MRS. LUCILE BLAN SAWTELL, B.PH.	*Associate Registrar*
THELMA KATHLEEN CATES, B.A., B.S.L.S.	*Librarian*
CHRISTINE JENKINS, B.S.	*Dietitian*
AUXFORD S. SARTAIN, M.A.	*Assistant Dean*
FLORENCE MARKS, M.A.	*Dean of Women*
MARY E. RICH, R.N.	*College Nurse*
JAMES O. COLLEY, M.A.	*College Physician*
MRS. ANNETTE S. PARKS, B.S.	*Assistant Librarian*
MRS. MARTHA K. ROSE	*Secretary*

FACULTY

CHARLES BUNYAN SMITH, B.S., M.A., ED.D.
President
B.S., George Peabody College for Teachers, 1922, M.A., 1927; Ed.D., Teachers College, Columbia University, 1940; President, State Teachers College, Troy, 1937—

MILDRED OLLIE ARANT, B.S.
Second Grade
B.S., Florida State College for Women, 1934; State Teachers College, Troy, 1947—

MARTHA JANE BALLARD, B.S., M.A.
Art
Alabama College, 1916-17; B.S., University of Alabama, 1918; Teachers College, Columbia University, 1928; M.A., University of Chicago; Troy State Teachers College, 1931—

DORIS BITTLE, B.A.
Art
B.S., George Peabody College for Teachers, 1947; State Teachers College, Troy, 1946—

ELIZABETH PRUETT BLACKWELL, B.A., M.A.
English and Spanish
B.A., Texas State College for Women, 1937; M.A., University of Texas, 1941; State Teachers College, Troy, 1946—(Part-time)

JOHN WHILDEN BLACKWELL, B.A., B.LITT., M.A.
English and Foreign Languages
B.A., University of South Carolina, 1918; B.Litt., Columbia University, 1920; Student at Institute d'Etudes de Touraine, France, Summer, 1931; M.A., University of South Carolina, 1932; State Teachers College, Troy, 1946—

GEORGE ROBERT BOYD, B.A., M.A., PH.D.
Dean and Education
B.A., Western Kentucky Teachers College, 1931; M.A., University of Kentucky, 1938; Ph.D., University of Kentucky, 1943; State Teachers College, Troy, 1947—

LUCILLE KING BOYD, B.S.
English
B.S., University of Kentucky, 1941; Western State Teachers College, 1936; Union College, Barbourville, Ky., 1937; State Teachers College, Troy, 1947—

MARY ENZOR BYNUM, B.A., M.A.
Assistant in History
Graduate, Troy State Normal College, 1908; B.A., Agnes Scott College, 1913; M.A., Columbia University, 1923; State Teachers College, Troy, 1926—

EDWARD SADLER CAROTHERS, B.A., M.A.
Assistant in History
B.A., University of Alabama, 1929; M.A., University of Alabama, 1930; Harvard University, 1935; State Teachers College, Troy, 1948—

THELMA KATHLEEN CATES, B.A., B.S.L.S.
Librarian
B.A., in Education, University of Georgia, 1933; B.S. in L.S., Peabody College, 1937; Peabody College Library School Faculty, 1937-38; State Teachers College, Troy, 1938—

ALBERT E. CHOATE, B.S., M.S.
Superintendent of Buildings and Grounds
B.S., East Tennessee Teachers College, 1926; Graduate Student, University of North Carolina, 1927; George Peabody College for Teachers, 1928; Alabama Polytechnic Institute, M.S., 1946; Northwestern University Coaching School, 1937; Louisiana State University, summer 1939, 1940; State Teachers College, Troy, 1937—

NELLE BIRDSONG CHOATE, A.B., M.A.
Secondary Supervising Teacher
Martin College; A.B., University of Tennessee, 1923; M.A., Vanderbilt University, 1929; State Teachers College, Troy, —

VIRGIL LEE COLLINS, B.S., M.A.
Mathematics
B.S., George Peabody College for Teachers, 1925; M.A., University of Alabama, 1940; five quarters additional graduate work towards doctorate, George Peabody College for Teachers; State Teachers College, Troy, 1946—

MERLIN GUINN COX, B.A., M.A.
History
B.A., University of Illinois, 1935; M.A., University of Illinois, 1936; University of Illinois, 1936-37 and summers 1937, '39, '41; University of Missouri, summer 1940. All preliminary requirements finished for Ph.D. degree; State Teachers College, Troy, 1948—

OLIVIA FOSTER ELDER, B.S., M.A.
Fifth Grade Critic Teacher
B.S., Florence State Teachers College, 1939; M.A., Teachers College, Columbia University, 1940; State Teachers College, Troy, 1940—

DONIE C. ELLIS, B.S.
Fifth Grade
B.S., Troy State Teachers College, 1944; State Teachers College, Troy, 1947—

ROBERT HUGH ERVIN, B.A., M.A., ED.D.
Psychology
B.A., University of Virginia, 1918; M.A., 1920, M.Ed., 1923, Ed.D., 1929, Harvard University; State Teachers College, Troy, 1931—

VIOLET GROSS ERVIN, B.A., MUS.B.
Piano (Private)
B.A., Tennessee College and Diploma in Piano, 1916; Mus.B., Chicago Musical College, 1926; Graduate study, George Peabody College for Teachers, two quarters; Private teacher of Piano, State Teachers College, Troy, 1941—

CURREN ADAMS FARMER, B.S., M.A.
Bio-Social and Science
Troy State Teachers College, 1930; B.S., University of Alabama, 1933; M.A., Peabody College, 1934; State Teachers College, Troy, 1935—

CURREN MONROE FARMER, B.A., M.A., LL.D.
Science
B.A., Iowa Christian College, 1907; LL.D., Iowa Christian College, 1919; M.A., University of North Carolina, 1919; student at University of Virginia, summers 1905-1910 and 1914; Harvard University, special work, summer 1913; State Teachers College, Troy, 1920—

SARAH ELIZABETH FAULK, B.S., M.A.
Secondary Supervising Teacher
B.S., Troy State Teachers College, 1933; Y.M.C.A. Graduate School, Blue Ridge, N. C., 1937; M.A., George Peabody College for Teachers, 1940; State Teachers College, Troy, —

LAURESON FORRESTER, B.S., M.A.
Health and Physical Education for Women, Bio-Social
B.S., Peabody College, 1926, M.A., 1933; State Teachers College, Troy, 1933—

JAMES ANDERSON FRASER, B.S., M.A., PH.D.
Science
Alberta Normal School, Canada, 1929; B.S., University of Alberta, 1933; M.A., Columbia University, 1937; Ph.D., Columbia University, 1939; State Teachers College, Troy, 1946—

NINA RUST FRASER, B.A., M.A.
English
B.A., Louisiana Northwestern Institute, 1936; M.A., Columbia University, 1937; State Teachers College, Troy, 1946—(Part-time)

FLORENCE ANN GARNER, B.S.
Secondary Supervising Teacher
Troy State Teachers College, two year diploma, 1926; B.S., University of Alabama, 1939; University of Alabama, graduate work; State Teachers College, Troy—

FRANK M. GRACEY, M.A., PH.D.
Art
M.A., Yale University, 1925-29; Ph.D., Boston University, 1933-37; State Teachers College, Troy, 1948—

LORAINE ESTELLE HAMIL, B.PH., M.PH., B.S., M.A.
Third Grade Critic Teacher
B.Ph., Troy State Normal College, 1896, M.Ph., 1898; B.S., Peabody College, 1921; M.A., University of Alabama, 1936; State Teachers College, Troy, 1905—

FOY INGRAM, B.S., M.A.
Second Grade Critic Teacher
B.S., Troy State Teachers College, 1935; M.A., Peabody College, 1937; State Teachers College, Troy, 1937-1938, 1939—

THELMA MAE JONES, B.A.
Fourth Grade Critic Teacher
A.B., Alabama College, 1944; State Teachers College, Troy, 1947—

MIRIAM KELLY, B.S.
Secondary Supervising Teacher
B.S., Troy State Teachers College, 1936; State Teachers College, Troy—

ROSCOE D. KELLEY, B.S.
Mathematics
B.S., Troy State Teachers College, 1946; State Teachers College, Troy, 1946, 1948—

EMMETT KILPATRICK, B.A., M.A., DOCTEUR ES-LETTRES
English and Foreign Languages
B.A., Maryville College, 1915; M.A., Johns Hopkins University, 1923; Docteur es-Lettres, University of Paris, 1924; State Teachers College, Troy, 1937—

MARY VERONA LAMB, B.S.
Secondary Supervising Teacher
University of Alabama, summer 1929; B.S., Troy State Teachers College, 1940; Alabama Polytechnic Institute, 1945; State Teachers College, Troy—

ERRATA

WALTER NORMAN FOSTER, B.S., Ed.M., Ed.D.
Health and Physical Education
S., Ed.M., University of Cincinnati; Ed.D., Teachers College, Columbia University; State Teachers College, Troy, 1947—

RHEA B. FOSTER, B.S., B.Ed.
Health and Physical Education
S., B.Ed., University of Cincinnati; State Teachers College, Troy, 1947—

MARY HOWARD LOCKRIDGE, A.A., B.A., M.A.
English
A.A., Christian College, Columbia, Mo., 1919; A.B., George Washington University, 1945; M.A., George Peabody College for Teachers, 1947; State Teachers College, Troy, 1947—

FLORENCE MARKS, B.S.E., M.A.
Dean of Women
B.S.E., University of Arkansas, 1937-41; M.A., Teachers College, Columbia University, 1948; State Teachers College, Troy, 1948—

BESS McCANN, B.S., M.A.
Registrar
B.S. 1923, M.A. 1936, George Peabody College for Teachers; State Teachers College, Troy, 1948—

ESTELLE McCULLOUGH, B.S., M.A.
Secondary Supervising Teacher
Troy State Teachers College, two year diploma, 1922; B.S., University of Alabama, 1929; M.A., University of Alabama, 1937; State Teachers College, Troy—

FREDERICK GWALTNEY McCOLLUM, B.S.
Athletics
B.S., Alabama Polytechnic Institute, 1934; State Teachers College, Troy, 1947—

NORMAN BURNS McLEOD, JR., B.S.
History and Social Science
B.S., Alabama Polytechnic Institute, 1946; State Teachers College, Troy, 1947—

MARY VIC MAUK, B.S., M.A.
Music
B.S., Troy State Teachers College, 1932; M.A., University of Chicago, 1933; M.A., in Music Education, Teachers College, Columbia University, 1944; State Teachers College, Troy, 1931-1939, 1945—

ESTHER MURPHY, B.S., M.A.
Sixth Grade Critic Teacher
State Teachers College, Troy, Alabama; B.S., Alabama Polytechnic Institute; Teachers College, Columbia University, 1946; State Teachers College, Troy, 1943—

ANNETTE SHACKELFORD PARKS, B.S.
Assistant Librarian
B.S., Troy State Teachers College, 1942; State Teachers College, Troy, 1943—

ANNIE MAE POWELL, B.A., M.A.
English
B.A., Wesleyan College, 1924; M.A., Duke University, 1939; State Teachers College, Troy, 1946—

OLIVIA KIRBY RAINER, B.A.
Music
B.A., Western Kentucky State Teachers College, 1928; Graduate student, New York University, 1930; Voice (private), 1932; Glee Club Director, 1936-40; State Teachers College, Troy, 1928-29, 1943—

AUXFORD S. SARTAIN, B.A., M.A.
History
Graduate, Florence Normal School, 1913; B.A., University of Alabama, 1916; M.A., Columbia University, 1927; Geneva School of International Studies, Geneva, Switzerland, 1928; graduate student, University of North Carolina, 1930-31; State Teachers College, Troy, 1919—

CLAIRE PAULK SARTAIN, M.A.
Secondary Supervising Teacher
Huntingdon College, 1916; Columbia University, 1927; M.A., University of North Carolina, 1931; Columbia University, summer 1946; State Teachers College, Troy—

MYRA SEGARS, B.PH., B.S., M.A.
Mathematics
B.Ph., Troy State Normal College, 1900; B.S., Teachers College, Columbia University, 1923, M.A., 1929; State Teachers College, Troy, 1915—

MARY E. SHULER, B.S.
Health and Physical Education for Women
B.S., The Woman's College of the University of North Carolina, 1948; State Teachers College, Troy, 1948—

OPHELIA SMITH, B.S., M.A.
First Grade Critic Teacher
B.S., State Teachers College, Florence; M.A., Teachers College, Columbia University, 1947; State Teachers College, Troy, 1943—

ELIZABETH MELANIE SORBET, B.A., M.A.
Business Education
B.A., Louisiana State Normal College, 1938; M.A., George Peabody College for Teachers, 1943; Eastern New Mexico College, 1941; State Teachers College, Troy, 1947—

L. LEMAR STEPHAN, B.S., PH.M.
Geography
B.S., Western Kentucky State Teachers College, Bowling Green, 1932; Ph.M. in Geography, University of Wisconsin, Madison, 1933; further graduate study, Clark University, Worcester, Mass.; State Teachers College, Troy, 1941—

LENICE EVELYN STEPHAN, B.A., M.A.
Special Assistant in History and English
B.A., Alabama College, 1933; M.A., Peabody College, 1935; State Teachers College, Troy, 1945-46.

GILBERT ARTHUR STEPHENSON, MUS.B., MUS.M.
Music
Kearney State Teachers College, 1937; Mus.B., Chicago Musical College, 1943; Mus. M., Northwestern University, 1945; State Teachers College, Troy, 1947—

MARGARET LOUISE STEPHENSON, MUS.B.
Voice (Private)
Doane College, Crete, Nebr., 1941; University of Nebraska, 1942; Mus.B., Chicago Musical College, 1947; State Teachers College, Troy, 1947—

HENRY EUGENE STERKX, B.S., M.A.
History
B.A., 1942, M.A., 1944, Louisiana State University, State Teachers College, Troy, 1947—

SARAH JANETTE STOUT, B.O., B.A., M.A.
English and Speech
B.O., University of Pittsburgh, 1928; B.A., Elon College, 1930; M.A., Columbia University, 1931; State Teachers College, Troy, 1946—

FREDERICK MELTON TAYLOR, B.S.
Health and Physical Education
B.S., Troy State Teachers College, 1948; State Teachers College, Troy, 1948—

PEARL MARDELLE WILKES, B.A.
Secondary Supervising Teacher
B.A., Moorhead State Teachers College, Moorhead, Minn.; State Teachers College, Troy—

WILLIAM T. WILKS, B.S., M.S.
Science
B.S., 1930, M.S., 1935, Alabama Polytechnic Institute; Columbia University, summers 1939, 1940, 1942; State Teachers College, Troy, 1941, 1947—

MARJORIE FRANCES WILLIAMS, B.A.
English
Troy State Teachers College, 1945; B.A., Huntingdon College, 1946; State Teachers College, Troy, 1947—

MARY IDA WOOLLEY, B.S., M.A.
Science
Alabama College, 1914; B.S., Alabama Polytechnic Institute, 1924; M.A., George Peabody College for Teachers, 1930; State Teachers College, Troy, 1947—

Additional professors and instructors to be appointed.

FACULTY COMMITTEES, 1948-1949

ADVISORY COMMITTEE—Dr. Boyd, Dr. Ervin, Professor Sartain, Dr. Kilpatrick, Professor Collins, Dr. Farmer, Dr. Foster.

DISCIPLINE—Dr. Boyd, Professor Sartain, Miss Marks, Charles Norris, President Student Body.

SCHEDULES—Dr. Boyd, Miss Cates, Mr. Cox, Mr. C. A. Farmer.

ANNUAL HOMECOMING—Mr. C. A. Farmer, Chairman; Mr. McCollum, Mr. Sartain, Mr. Choate, Dr. Kilpatrick.

ALUMNI RECORDS—Mrs. Bynum, Mrs. Sawtell, Miss Forrester.

COLLEGE PUBLICATIONS—Dr. Ervin, Dr. Kilpatrick, Mr. Blackwell, Miss Sorbet.

ASSEMBLY AND CONVOCATION—Dr. Ervin, Dr. Fraser, Mr. Stephenson, Miss Stout, Miss Mauk.

HEALTH AND SANITATION—Dr. Foster, Dr. Colley, Miss Rich.

CURRICULUM AND INSTRUCTION—Dr. Boyd, Dr. Ervin, Miss Cates, Mr. C. A. Farmer, Dr. Kilpatrick.

ANNUAL ALUMNI MEETING AT STATE A. E. A.—Mrs. Bynum, Miss Segars, Mr. Sartain, Miss Marks.

GUIDANCE AND STUDENT PERSONNEL—Dr. Boyd, Miss Marks, Dr. Ervin, Mr. Sartain, Miss Forrester.

ARTS AND LYCEUM—Dr. Ervin, Dr. Gracey, Mr. Stephan, Miss Ballard, Mrs. Rainer.

STUDENT AFFAIRS—Dr. Boyd, Miss Marks, Mr. C. A. Farmer, Mr. Stephan, Mrs. Lockridge, Mr. Blackwell.

EVALUATION AND MEASUREMENT—Dr. Ervin, Miss Elder, Miss Ingram, Miss Smith, Mr. Sartain.

RADIO STUDIO PROGRAMS—Miss Stout, Mr. Stephenson, Dr. Foster, Miss Shuler.

CONTINUOUS RADIO FORUM GROUP—Mrs. Bynum, Mr. Sartain, Dr. Kilpatrick, Dr. Smith, Mr. Stephan, Dr. Ervin.

LOANS—Dr. Fraser, Mr. Sartain, Mr. C. A. Farmer, Mr. Carothers, Mr. Thagard, Mrs. Julia Bedsole.

General Information

DEGREES

The Troy State Teachers College offers two degrees, the Bachelor of Arts and the Bachelor of Science. Either degree may be taken with a major in Education, or without a major in Education.

THE CITY OF TROY

This Teachers College is most fortunate in its location. The city of Troy, situated approximately 600 feet above sea level, is well drained, has pure water from artesian wells, is free from malaria, and has a splendid health record. The city has the excellent health and entertainment facilities, paved streets, and conveniences of a modern municipality.

Splendid highways diverging in every direction with numerous bus lines maintaining regular schedules, and the Atlantic Coast Line and Central of Georgia railroads, make the city easily accessible from all points.

Troy has a stable population of about 7,000. Her citizens take great interest in the College and extend a cordial welcome to students. Many open their homes to accommodate those who cannot get board in the dormitories. Troy is noted for culture and hospitality. The many social, church, and school organizations furnish frequent wholesome and instructive entertainment; and the student carries with him into life much profit and culture which has been gained incidentally in this environment.

BUILDINGS AND GROUNDS

The site of the College is a tract of 310 acres lying chiefly in the southeastern quarter of Troy, the center of the campus being about three quarters of a mile from the heart of the city. It lies well, and has fine natural drainage in every direction. It is an ideal location for a great institution of learning. It is approached from the city by a paved street, and it is supplied with electric lights and artesian water from the city system.

On this site there are five college buildings—Kilby Hall, Bibb Graves Hall, Shackelford Hall, Pace Hall, and the Health and Physical Education Building, Wright Hall.

KILBY HALL is a one-story tile and stucco building of the California Spanish type. It houses the elementary training school, and contains six classrooms, eight offices, an auditorium, and a basement. It is built around a beautiful open court which encloses four large trees and in which is a concrete stage for open air entertainments.

BIBB GRAVES HALL, the main classroom and administration building, is of brick and concrete. It is two stories high; it is of the colonial style of architecture; and, for the present, it houses not only the classrooms, but the library, laboratories, and administrative offices. It also has a concrete vault for protecting valuable books, papers, etc., and the building is fire proof throughout.

SHACKELFORD HALL is a three-story building of the same architecture and construction as Bibb Graves Hall. It contains 102 bedrooms, besides offices, kitchen, dining room, and parlors. There is also a section set apart for an infirmary. It accommodates 204 girls and its equipment is modern and complete. Naturally, the social life of the girls centers in this building, and it is admirably appointed for that purpose. Just to the rear and only a few yards away is a grove of native trees with a small stream flowing through—an ideal retreat for the girls who reside on the campus.

PACE HALL is a handsome new three-story dormitory for men. It is built in a modified Georgian style of architecture, and is equipped with all modern conveniences and student-comforts.

A trailer and barracks village with apartments for small families supplements the dormitory accommodations for married students and their families.

EDGAR M. WRIGHT HALL is the Health and Physical Education Building. This handsome two-story structure of colonial architectural style houses the administrative offices of the Health and Physical Education Department, shower, locker and dressing rooms for both men and women, the gymnasium, and the boxing, table-tennis and golf practice room. The gymnasium is equipped with bleachers, courts for athletic activities, an automatic electric basketball scoreboard and timer, and a number of pieces of gymnastic apparatus. It is the center of intercollegiate athletics, intramural sports, and physical education.

THE SWIMMING POOL. The College has its own swimming pool and bath houses. The pool is built of concrete, and the water comes from artesian wells.

GOLF COURSE AND SCENIC DRIVEWAY. A golf course covering many acres of ground, with nine holes and with a par score of 32, is an important campus feature. Students are admitted to the course free and town people pay a small fee. A scenic driveway and a lagoon of several acres furnish other attractive features for recreational life and for instruction in the field sciences.

THE LIBRARY

THELMA K. CATES, Librarian

The Library is the most important workshop and laboratory maintained by the College. Training of prospective teachers in the improved use of the varied materials on hand, is a regular part of the instructional program of the institution. This work is supplemented by instruction in the use of the materials in the Library and reading rooms of the Laboratory School housed in Kilby Hall.

The Library book collection now numbers nearly 25,000 volumes; and the periodical list includes 150 magazines. The Library is located on the second floor of Bibb Graves Hall in a suite of spacious rooms.

THE INFIRMARY

JAMES O. COLLEY, JR., M.D., Physician
MARY E. RICH, R.N., College Nurse

In order to provide proper care for the sick, a section of Shackelford Hall has been set apart as an infirmary. It is in charge of a registered nurse and the College physician, and it is adequately equipped to care for the health needs of all students.

THE COLLEGE SUPPLY STORE

The College Supply Store is a large and attractive room located in a spacious wing of Graves Hall. The Supply Store furnishes books and school supplies to students at reduced prices. Soft drinks, candies, sandwiches, and toilet articles are also sold.

The Store is a popular and attractive social center where students gather during after-school hours to relax and enjoy refreshments.

THE LABORATORY TRAINING SCHOOL

The Laboratory School is our laboratory school for training teachers for Alabama. The Laboratory School for teachers accepts a large responsibility to Alabama children and to the teacher training program of the State. We are meeting this responsibility by making an intensive and thorough study of child behavior, with especial emphasis on the ways in which learning takes place.

The work for the children includes special work in music, art, and physical education with the assistance of College instructors in those fields. The children have the opportunity of playing in the toy orchestra, playing in the Elementary School orchestra, and engaging in group singing. The

art work is adequate. The children use many mediums of expression. The physical education work is placing emphasis on the natural development of children. The work in art, music, and physical education is closely related with the other experiences of the children.

Our study program includes the use of excursions, environmental studies, attention to current happenings, wide reading practices, attention to a better selection of lunches, and a more intelligent use of the workshop and the library.

Our Materials Bureau is used to bring together a wide range of materials. Here all teachers learn how to collect and organize materials.

THE SUMMER SCHOOL

The summer school is of co-ordinate rank and value with the other quarters of the scholastic year. During this quarter credits may be earned toward graduation, or toward securing, extending, or renewing certificates.

Special summer school bulletins are issued each spring, and those who are interested should write for copies.

EXTENSION WORK AND FIELD WORK

The college is prepared to offer both on-campus and off-campus extension classes. Except for courses requiring special equipment, any course listed in the catalogue will be offered by extension on demand. In field extension classes a minimum of 15 students is required and in on-campus classes a minimum of 10 students is required. These classes meet three hours a day, one day a week for ten weeks and give three quarter-hours credit. The fees for extension classes are $8.00 per three-hour course. An additional fee of $2.00 is charged for out-of-state students.

Faculty members of the college are available as consultants in connection with problems of curriculum revision, in-service education of teachers, measurement programs, resource-use education, and other educational problems. A nominal fee is charged by the college for consultant service.

Superintendents, supervisors, principals, and groups of teachers desiring extension courses or consultant service, should write to the Director of Extension.

STUDENT PLACEMENT

Dr. R. H. Ervin is chairman of the Placement Committee, and letters addressed to him will receive prompt attention. Former students seeking

employment and patrons seeking a teacher are advised to confer freely with Dr. Ervin. In doing so, they should furnish such detailed information as will enable him to recommend teachers to suitable positions.

THE COLLEGE GUIDANCE PROGRAM

Freshman young men and young women at the Troy State Teachers College receive close, thorough, and sympathetic guidance. Each student works under the constant guidance and counselling of his faculty adviser, with whom he must have several hours of instruction and counselling every week, in the Freshman Program of studies recommended for all incoming freshman students. Faculty members and upper classmen at "Troy" have established a strong tradition of friendliness in their helpful attitude toward seeing to it that every freshman gets the very best start possible on his college career. It is the belief here that an excellent start in college life means that the student is at least half-way in his progress toward real success.

STUDENT ORGANIZATIONS AND ACTIVITIES

Opportunities for developing initiative, poise, and leadership are provided for students at "Troy" through organized activities. Students are encouraged to participate actively in those which will promote their personal growth and development, and which help them to make their best contributions to campus living.

STUDENT GOVERNMENT

All students registered in the College automatically become members of the Student Government Association, which seeks to provide an actual laboratory situation for the practice of democracy on the campus.

The purpose of this organization is to provide opportunities for the practice of good citizenship; to promote co-operation and active participation in student activities of recognized worth; and to increase the sense of responsibility and intelligent self-direction on the part of individuals and the group.

Officers for 1948-49

President ..... Charles Norris
Vice-President ..... Ollie Baker
Secretary-Treasurer ..... Mordecai Arnold

THE PRESIDENTS' COUNCIL

Composed of the presidents of student organizations, the Presidents' Council acts as the co-ordinating agency for all student activities and administers the point scale system.

THE SOCIAL COMMITTEE

The Social Committee is composed of a chairman and seven committee members. Their object is to promote social activity and entertainment for the students.

INTERNATIONAL RELATIONS CLUB

The International Relations Club exists for the purpose of stimulating intelligent interest in international affairs.

It consists of two groups—senior members and junior members. To become eligible for senior membership one must possess an average of 85 or above for three consecutive quarters and show qualities of leadership, character, and interest in international affairs. Junior members must have attended this College for at least one quarter and show interest in international affairs.

This club sponsors a well-rounded library of books on current topics donated by the Carnegie Endowment Fund. Each month it receives a news summary of national and international events. Other worthwhile activities that the club sponsors are exhibits, educational forums, addresses by noted speakers, and an annual banquet.

COLLEGE CHOIR

The College Choir stimulates interest in singing and offers opportunity for study and practice of choral music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Choir performs throughout the year and gives a special concert during Commencement.

COLLEGE BAND

The College Band stimulates interest in instrumental music and offers opportunity for study and practice of band music. Membership is open to any student who tries out and passes the requirements of the Director of Music. The Band performs throughout the year and gives concerts during the Commencement seasons and on special occasions.

ATHENAEUM CLUB

The Athenaeum Club is composed of students who are on the Library staff, and has as its purpose the furthering of interest in and acquaintance with books, and improvement of the library services.

DRAMATIC CLUB

Membership in the Dramatic Club is open to any student who is interested in the study, writing, and production of plays, and who has some talent in that field.

KAPPA DELTA PI

The Kappa Delta Pi is a professional Education fraternity which invites to membership junior and senior students who have distinguished scholarship records and show fine promise in making outstanding contributions in the teaching profession.

THE FUTURE TEACHERS OF AMERICA

The Future Teachers of America is an organization designed to promote the development of all college students proposing to prepare for the teaching profession in professional ideals, interests, insights, and the spirit of professional comradeship. The organization is open to all interested students of the four college classes, freshmen to seniors.

SPECS CLUB

The purpose of the Specs Club is to further interest in science, and, to develop the scientific point of view with regard to every-day life. Eligibility is based upon achievement in the Department of Science.

THE RELIGIOUS COUNCIL

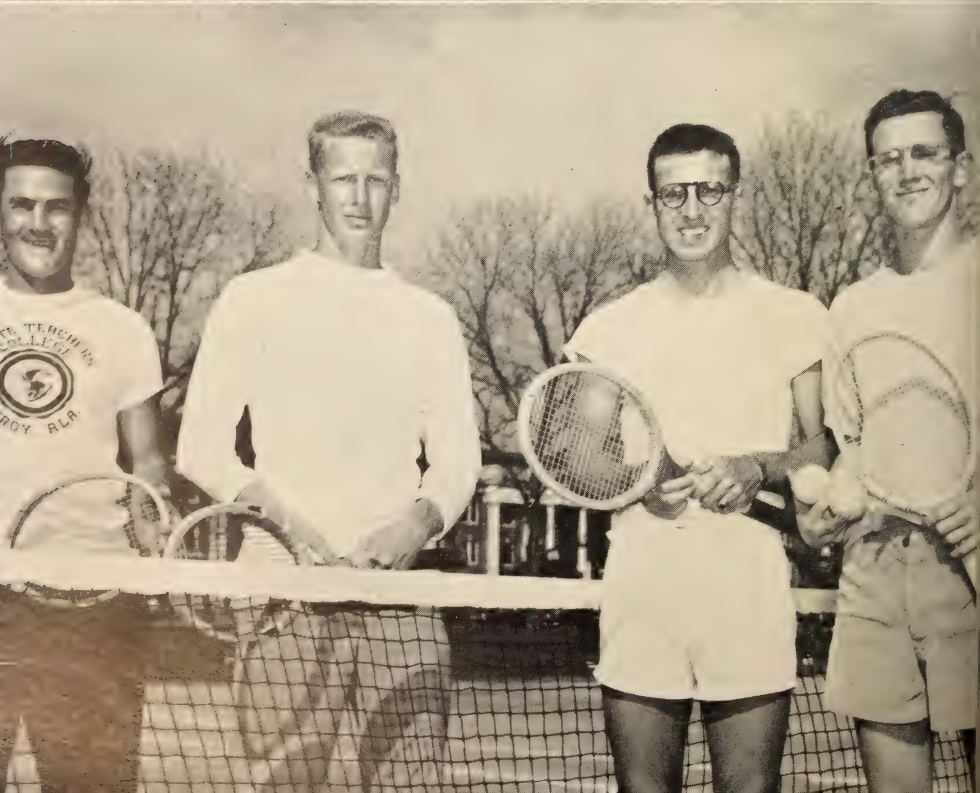
The Students Religious Council is an organization open to all students of any denomination. It was organized in 1943 to promote religious activities on the campus and to coordinate the efforts of the young people's organizations of the different churches in Troy. The Council is responsible for devotional services held in Shackelford Hall.

BAPTIST STUDENT UNION

The Baptist Student Union seeks to unite Baptist students in the study program and work of the church, and is actively affiliated with the work of the Baptist churches of Troy through the Sunday Schools and Baptist Young People's Union.

What is insulated wire?
Why is insulation important?
What is meant by conductors and non-conductors?

16
12
17
13



CONCERTS, LECTURES, AND PLAYS

As a part of the extra-class program the College provides each year professional entertainments of high quality.

S. T. C. ASSOCIATION FOR HEALTH AND PHYSICAL EDUCATION

The S. T. C. Association for Health and Physical Education is the professional health and physical education body on the campus dedicated to professional advancement by studying the problems pertinent in the fields of physical education, health education, recreation, and camping. Members of this organization are urged to become student members of the Alabama Association of Physical Education and Recreation and the American Association for Health, Physical Education and Recreation. Students interested in the field of recreation are urged to seek membership in the American Recreation Association and those interested in camping are encouraged to join the American Camping Association.

S. T. C. GOLF CLUB

Students interested in golf are invited to join the S. T. C. Golf Club. Members are given indoor and outdoor instruction in fundamental golf skills and may participate in golf tournaments and officially scheduled matches.

"T" CLUB

Men who have been awarded the "T" for participation in Intercollegiate Athletics are invited to become members of the "T" Club.

S. T. C. ATHLETIC OFFICIALS ASSOCIATION

The S. T. C. Athletic Officials Association is composed of men interested in officiating athletic contests. Rules, regulations, interpretations of rules, and techniques and methods of officiating football, basketball, baseball, boxing, track, and tennis are studied by this group. Opportunities for demonstrations and practice in officiating are provided as well as practical and written examinations. Members are encouraged to become registered with the Alabama High School Athletic Association.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association provides opportunities for every woman in the College to participate in sports and other activities through weekly play hours, hikes, et cetera. The "Troy" W. A. is a member of the National Athletic Association.

EXPENSES

Board in girls' dormitory and other places on campus (except Pace Hall), $90 per quarter, payable in advance. This may be paid in three equal payments of $30 each. Board with room in Pace Hall for men $93 per quarter or $31 per month, payable in advance. (This includes maid service). Table board $78 per quarter at Shackelford Hall dining room. Board is based on present prices of food and will not change unless there is a sharp rise or decline in the market.

All single students living in College housing will take their meals on campus and pay above rates.

College Fees—$1.50 per hour per quarter. Payment is made at the beginning of the quarter, and fees are not subject to refund. For late registration an extra fee of $2.00 is charged.

Incidental Fee—$6.00 per quarter. This fee is paid by all students and is not subject to refund.

Deficiency Examinations Fee—A fee of $1.00 is charged for each deficiency examination.

Diploma Fee—All degree graduates pay a fee of $10.00.

Cap and Gown Fee—All degree graduates pay a fee of $1.75.

Out of State Fee—All students residing in other states must pay an extra fee of $8.00 per quarter.

Damages—Students are liable for damages to any of the institution's property. Following is a schedule of Laboratory and Material Fees:

Course No.	*Name of Course*	*Fee*
131, 132, 133	Bio-Social Course	$1.00
211, 212, 213	General Chemistry	3.00
231, 232, 233	Man and His Natural Environment	1.00
241, 242, 243	General Zoology	3.00
251, 252, 253	General Botany	3.00
301	Field Zoology	3.00
302	Field Botany	3.00
	One extended field trip required of all students taking Botany and Zoology	10.00
303	Wild Life Conservation	1.00
321	Human Physiology	1.00
322	Genetics and Eugenics	3.00
323	Bacteriology	3.00

Course No.	*Name of Course*	*Fee*
331	Geology	2.00
332(a)	Animal Ecology	3.00
332(b)	Plant Ecology	3.00
341, 342, 343	General Physics	3.00
351, 352, 353	General Science	2.00
361, 362	Science for the Elementary Teacher	2.00
431, 432	Vertebrate Anatomy	3.00
433	Embryology	3.00
441	Qualitative Analysis	3.00
442, 443	Quantitative Analysis	3.00
451, 452	Organic Chemistry	3.00
471	Parasitology	3.00
284, 285, 286	Typewriting	3.00
333	Meteorology	1.00
403	Conservation of Natural Resources	1.00
	Each course in Psychology—Materials Fee	1.00
	Solid Geometry	9.00
	Golf—Class Lessons	3.00
	Golf—Individual Lessons	24.00
Art 101	Photography (Laboratory Fee)	3.00
131, 132, 133	Music—Materials Fee (This includes College Choir and Band)	1.00
231, 232, 233		

APPLIED MUSIC (Individual Lessons)

Voice

171.1, 172.1, 173.1
271.1, 272.1, 273.1
371.1, 372.1, 373.1
471.1, 472.1, 473.1 ..... $18.00 per quarter

This fee pays for 12 one period lessons, and may be carried for one hour credit.

Piano

151.2, 152.2, 153.2
251.2, 252.2, 253.2
351.2, 352.2, 353.2
451.2, 452.2, 453.2 ..... $18.00 per quarter

This fee pays for 12 one period lessons, and may be carried for one hour credit.

Only Mrs. Ervin and Mrs. Stephenson are authorized by the College to teach these courses, and only by studying with one of

these teachers may a student receive College credit. Lessons missed will be made up only when the student has notified the teacher that he will be absent 24 hours in advance or in the event of prolonged illness.

Music

Mr. Stephenson 151C.6 ..... 3.00
Mr. Stephenson 152C.5 ..... 3.00
Mr. Stephenson 153C.7 ..... 3.00
Class Voice (Mrs. Rainer) 171C.1 ..... 3.00
Class Piano (Miss Mauk) 151C.2 ..... 3.00

Fees charged for the above classes are for the purpose of rental materials, etc.

Practice Studios—Students taking applied music or class instruction will pay the normal practice fee unless excused by the Department Head. To be excused the student must show that he does his practicing off the campus and does not use the college facilities.

Practice Fee—$2.00 for one period per day, per quarter.

Practice Fee—$3.00 for two periods per day, per quarter.

Band Fee ..... $1.00 per quarter

Choir Fee ..... $1.00 per quarter

Band Uniform Rental ..... $3.00 per quarter

ACCOMMODATIONS FOR MARRIED COUPLES

The college has a number of well equipped modern family unit apartments and well equipped trailers for rent to married couples. These rent for $15.00 to $21.00 per unit per month including light and water. Reservations should be made early.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION

"Every pupil in the Teachers Colleges in Alabama, in addition to complying with the requirements fixed by this Board for entrance into said schools will be required to render strict obedience to all the rules and regulations for the government of the schools and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools of Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the president and faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the schools will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one teachers college for cause shall not be admitted to another teachers college.

"Pupils may be expelled from any of the Teachers Colleges:

a. For willful disobedience to the rules and regulations established for the conduct of the schools.

b. For willful and continued neglect of studies and continued failure to maintain the standards of efficiency required by the rules and regulations.

c. For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct.

d. For any conduct involving moral turpitude."

Besides the foregoing general rules of the Board, the College has adopted the following regulations:

Regularity and promptness of attendance upon school duties are required.

Students must not at any time visit places of dissipation.

Visiting places of amusements is prohibited whenever it interferes with the work of the student.

The Faculty and Student Government Association have general control over the students, and make such other rules as conditions seem to demand.

SCHOLARSHIPS

The following scholarships have been established in honor of those whose names they bear, and for the benefit of worthy and needy young people who are unable to obtain an education without help. These scholarships are valued at $100 each per annum, and they are awarded to those who appear to be most worthy and needy. Applicants should write to Mrs. L. M. Bashinsky with reference to United Daughters of the Confederacy scholarships and to President C. B. Smith with reference to the others. Those so honored are: Mrs. Elizabeth Bashinsky, Mrs. Helen Bashinsky Case, Captain L. H. Bowles, Mrs. Maggie Henderson, Dr. C. L. McCartha, and Mrs. Allie Murphree Carroll.

LOAN FUNDS

Memorial loan funds for assistance to superior students have been established by friends in honor of: Dr. F. J. Cowart, Dr. E. M. Wright, Mr. J. C. Foshee, Mrs. Wyche G. Pruett, and John and Ellen Agee.

Loan funds have been established also by the Alabama Federation of Women's Clubs, the "Troy" Women's Athletic Association, the Geneva Athenaeum Club, the Birmingham News, and the Geographic Study Club of Troy. Applications for assistance from these funds may be made to the College Treasurer, who will file each application with the proper official in charge of each respective fund.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. Room should be engaged as early as posible. Reservations for room in Shackelford Hall should be made by sending $1.00 to the Secretary of the College. This fee is redeemable if claimed and applied on the first quarter's bill.

2. Students should write to the President several days in advance of their arrival in order to insure proper arrangements for their reception.

3. Baggage should be checked through to the College and marked in its care. Students should hold baggage checks and turn them over to the school authorities upon arrival.

4. The student should bring with him enough money to pay entrance fees and to pay for board and books.

5. All mail should be addressed in care of the State Teachers College, and all valuable mail should be registered.

6. Prospective students should study this entire bulletin carefully, and if they fail to find in it all the information desired, they should write the President.

TEACHERS' CERTIFICATES

The courses of study described in this catalog have been approved by the State Board of Education for the training of elementary and secondary teachers in Alabama. Certificates of different ranks may be issued upon completion of the requirements which appear below.

The lowest certificate given in the Elementary Course is the Class C Elementary Professional, given on completion of three years of credit.

A Class C Elementary Professional Certificate may be issued to a person who has completed the three years of work prescribed by the State Board of Education for this certificate.

This certificate is permanent in six-year periods and may be continued at the end of the six-year period on evidence of satisfactory teaching for three years of the preceding six-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades as conditions may require.

A Class B Elementary Professional certificate may be issued to a person who has graduated with a bachelor's degree in a curriculum approved for the training of elementary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach in grades one through six, or in junior high school grades, as conditions may require.

No certificate is granted to a student in the Secondary Course until he has completed all work for a degree.

A Class B Secondary Professional Certificate may be issued to a person who has graduated with the bachelor's degree in a curriculum approved for the training of secondary teachers, and has met requirements as prescribed by the State Board of Education.

This certificate is permanent in eight-year periods and may be continued at the end of the eight-year period on evidence of satisfactory teaching for four years of the preceding eight-year period. In the event the holder

does not meet the requirement for continuance upon the basis of experience, this certificate may be reinstated on twelve weeks of study in accordance with conditions stated on its face. It authorizes the holder to teach the subjects named on its face, and other high-school subjects as conditions may require.

REQUIREMENTS FOR RENEWAL AND REINSTATEMENT OF CERTIFICATES

No credit will be allowed toward the renewal or the reinstatement of any certificate on a course for a shorter period than six weeks.

The holder of a certificate bearing date of 1928 or thereafter must fulfill requirements for reinstatement printed on the face of the certificate.

The holder of a certificate bearing a date between 1921 and 1927, inclusive, may reinstate the certificate on the basis of eighteen quarter hours or twelve semester hours of credit earned in residence in a standard institution approved for the training of teachers. The certificate may also be reinstated on nine quarter hours or six semester hours of credit earned in residence in a standard institution approved for the training of teachers, supplemented by one approved extension course taken with an Alabama teacher-training institution, unless the requirements for reinstatement printed on the face specifically require twelve weeks of resident credit.

The holder of a certificate bearing a date prior to 1921 may reinstate it on eighteen quarter hours or twelve semester hours of credit earned in residence at a standard institution approved for the training of teachers.

REQUIREMENTS FOR THE CLASS C ELEMENTARY PROFESSIONAL CERTIFICATE

Effective September 1, 1946

Subject	*Quarter Hours*
Education and Psychology	30
English and Literature	18
Social Studies	12
Geography	6
Science—Biology, Physical Science	15
Health, Physical Education	6
Applied Mathematics	3
Music	6
Arts	6
Special Interest Courses	27
Contributing Courses	15
From: English 361; Social Studies 361; History 444; American History; Science 361-362; Art 461; Music 461; Phys. Education 361.	
Total Hours	144

Note: 146 to 156 hours are required for people entering before June, 1942.

REQUIREMENTS FOR THE B.S. DEGREE FOR ELEMENTARY TEACHERS AND THE CLASS B ELEMENTARY CERTIFICATE

Subject	*Quarter Hours*
Education and Psychology	48
English	21
History and Social Studies	21
Science (Biology, Physical Science, Sc. 361-362)	21
Geography	6
Health and Physical Education	12
Music, Rhythm	9
Arts	9
Applied Mathematics	3
Special Interests and Electives	42
Total	192

ENTRANCE REQUIREMENTS

1. *Admission by Certificate.* An applicant for admission to the freshman class without examination must present a certificate of graduation from a standard accredited high school or a certificate showing credit for fifteen acceptable units earned in high school or a certificate showing eleven acceptable units earned in an accredited senior high school.

Of the fifteen units of high school work required for admission, at least three units must be in English. The remaining units may be selected from other subjects that are acceptable for admission, provided that not more than four units are offered in vocational subjects.

2. *Admission by Certificate and Examination.* An applicant from an unaccredited high school who presents a satisfactory certificate covering the work required for admission to the freshman class will be exempted from a part of the entrance examination, provided the committee on admissions believes the general character of the school justifies this exemption.

3. *Admission by Examination.* An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

4. *Admission as Special Students.* Experienced teachers over twenty-one years of age may be admitted without examination as Special Students to such courses as they are qualified to take. Special students cannot become candidates for a degree or certificate until all requirements for entrance have been met.

5. *Admission with Advanced Standing.* Credits earned in other recognized higher institutions will be accepted for such courses as are a fair equivalent of the courses offered in this institution. Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of his credits several weeks in advance of his arrival. Failure to do this may cause the student to register for a course for which equivalence would have been allowed.

Extension or correspondence credits earned in other institutions, cannot be used toward graduation unless they are on file in the office of the registrar at least four weeks in advance of graduation.

SPECIAL STUDENTS

The primary purpose of the College at Troy is to train teachers. However, students not desiring to teach are accepted and given a program of study suitable to their interests and future plans.

ADMISSION OF WAR VETERANS

Advanced standing for training and study during the War will be allowed according to the standards adopted by the Alabama State Teachers Colleges and recommended by the American Council on Education. Every consideration consistent with an honest administration of college work and instruction, will be shown to all Service men and women.

REGISTRATION AND CLASSIFICATION

All students must register and pay entrance fees before being admitted to classes. It is urgent that a student register and classify during the days set apart for that purpose. Those applying for late registration are required to pay a late registration fee of $2.00. See Calendar for dates of registration.

Statements of high school and college credits should be sent to the Registrar in advance of the student's arrival. However, temporary classification for two weeks may be granted pending the receipt of the credits. The student is held responsible for errors of classification caused by the absence of his transcript of credits. Blanks for high school credit may be secured from the registrar.

No changes will be granted in a student's program of studies later than the second week of the quarter.

Students with 48 hours of credit are classified as sophomores: those with 96 hours are classified as juniors; and those with 144 hours are classified as seniors.

STUDENT LOAD

Students who are registering with the institution for the first time will not be permitted to register for more than the normal load of 16 hours. Only students who have made an average grade of B on their previous quarter's work will be permitted to take extra hours of instruction. A load of 20 hours is the maximum allowed.

Students enrolling one week after class work begins have their load reduced for that quarter unless during their last quarter in college they made an average grade of B. Those entering as late as the beginning of the third week must take three hours less than the normal load; and if any wish to enroll still later, they are limited to credit for a half-quarter. Students are not permitted late enrollment beyond one day on a half-quarter of work.

The minimum load for any student is considered to be twelve hours for the quarter except by special permission.

Persons living near the college who wish to register for one or two courses for which they are qualified to enter may register as part-time students upon application to the registrar.

A student withdrawing is entitled to no credit unless the registrar has been notified of his withdrawal. If he has been in attendance a sufficient number of days, he can secure full credit upon passing the examinations.

Students failing to pass as much as 60 per cent of their work in any quarter will have their load reduced three hours for the succeeding quarter, and if they fail to pass as much as 60 per cent of the reduced load, their names are automatically dropped from the college roll.

GRADES AND QUALITY POINTS

The following represent the basis upon which credits and quality points are earned:

A. Excellent	Three quality points per hour
B. Superior	Two quality points per hour
C. Average	One quality point per hour
D. Below Average	No quality points
E. Condition	No quality points
F. Failure	No quality points
I. Incomplete	No quality points

The passing grade is D.

Before one can graduate he must earn as many quality points as there are hours of credit required or attain other standards approved by the faculty.

DEFINITION OF TERMS

The college year is divided into quarters of twelve weeks each. The scholastic year is divided into three quarters of twelve weeks each. A quarter-hour represents one recitation a week for twelve weeks and at least two hours of preparation for each recitation. Laboratory work is given only one-half credit; that is, two hours of laboratory work are accepted as the equivalent of one hour of regular classroom work. The arts, including drawing, music, industrial arts, practical arts, and physical education, are rated as laboratory work.

CLASS SIZE

The institution reserves the privilege of withdrawing any course for which fewer than ten students have enrolled. Large classes will be divided into sections whenever it is deemed that the interest of the students will be better served in that way.

GRADUATION REQUIREMENTS

The Troy State Teachers College offers two degrees, the Bachelor of Arts and the Bachelor of Science. Completion of 192 quarter hours of work is required for graduation with either degree; and at least forty per cent of this total must be taken in the junior and senior courses.

Either degree may be earned with or without a major in Education; but the major in Education is required of all students desiring to qualify for an Alabama Teachers certificate, class B.

For either the B.A. or the B.S. degree the requirements for non-teachers are: completion of the required courses of the freshman and sophomore years; a major of 48 hours in one field of study; a minor of 27 hours in a field closely related to the major field; and a second minor of 27 hours in any field of study.

For either the B.A. or B.S. degree for teachers the requirements are: completion of the required courses in the freshman and sophomore years; a major of 48 hours in one field of study; a major of 48 hours in Education and Psychology combined; and a minor of 27 hours in any field of study. The required courses in the freshman and sophomore years are counted toward majors and minors in the respective fields of study. At least nine hours in a minor must be offered in Junior and Senior courses.

During the present transition period, the requirement of a field or subject major of 48 hours may be reduced to 36 hours upon the request of the department concerned and with the approval of the Dean of the college.

Free or general electives may be chosen from any courses offered by the college; but no less than 9 hours may be offered in a single field of studies for graduation.

Candidates for a degree must satisfy the following conditions:

1. No student will be permitted to graduate with less than three quarters of full-time residence work, one of which must be the quarter next preceding the awarding of the degree.

2. Not more than one-fourth of the required work may be done through extension, or through correspondence courses, or a combination of the two plans.

3. At least ninety clock hours of supervised or directed teaching must be completed by candidates for the bachelor's degrees with a major in either elementary or secondary education.

FURTHER REQUIREMENTS FOR THE B.A. DEGREE

Majors offered with the B.A. degree must be in the department of English; History and Social Science; Mathematics; or Music. At least 18 hours in a foreign language are required for the B.A. degree; or if two years of work in foreign language have been completed in high school, only nine hours in the same language are required.

FURTHER REQUIREMENTS FOR THE B.S. DEGREE

Majors offered with the Bachelor of Science degree for high school teachers must be in the department of Biological and Physical Science; Business Education; History and Social Science; Music; Mathematics; or Physical Education. Students majoring in Physical Science will be required to take Algebra, Trigonometry, Analytics, and Calculus. With a major in Mathematics for non-teachers, a minor in Physical Science must be taken.

B.S. DEGREE IN ELEMENTARY EDUCATION

The requirements for the B.S. degree in Elementary Education differ from the above with respect to majors and minors. These requirements may be found in detailed outline on pages 45, 46.

MINORS

Minors are offered in the fields of: Art, Business Education, Education, English, Foreign Language, Geography, History and Social Science, Mathematics, Music, Physical Education, Psychology, and Science.

DEPARTMENTAL REQUIREMENTS FOR MAJORS AND MINORS

Required work in first two years of college:

	Hrs.
Biology	9
Physical Education	6
English	18
Physical Science	9
Art	6
Music	6
Geography	3
Psychology	6
Mathematics	3
Social Studies	12

DEPARTMENTAL REQUIREMENTS FOR MAJORS

BUSINESS EDUCATION-ENGLISH:

Business Education	51
English	36

EDUCATION AND PSYCHOLOGY:

Required courses in first two years 133, 233	6
Psychology 331, 332, 333	9
Education 431, 432, 433	9
Secondary Education Seminars and Student Teaching 381, 382, 383, 481, 482, 483	24
	48

For a major in Elementary Education, see requirements on pages 45, 46.

ENGLISH:

Required courses in first two years	18
English 211, 212, 213, 401, 403	15
Elective Junior and Senior English courses	15
	48

HISTORY AND SOCIAL SCIENCE:

Required courses in the first two years: Social Studies	12
History 101, 102, 103	9
History 201, 202, 203	9
History and Social Science electives	18
	48

(Only nine hours of Social Psychology and nine hours of Geography may be included in this major.)

MATHEMATICS:

Math 101, 102, 103, 104, 202, 203, 311, 312, 313, 412, 413	33
Mathematics electives	15
	48

MUSIC:

Sight Singing and Ear Training 121, 122	3 or 6 hrs.
Core Music 131-2-3; 231-2-3	6
Applied Music	9
Music 461 (High School Methods)	3
Harmony I and II 431, 432	6

Music 322 (Advanced Music Appreciation)	3
(or 3 hrs. of Band, or 3 hrs. of Choir)	
Music History 402, 403	3 or 6 hrs.
(or 3 hrs. of Band, or 3 hrs. of Choir)	
Conducting 423	3
Form and Analysis 422	3
Composition and Orchestration 421	3
Music Electives	3 or 6 hrs.
	48

PHYSICAL EDUCATION:

Required courses in first two years	6
Physical Education 251	1
Physical Education 252	1
Physical Education 145	1
Physical Education 333	1
Physical Education 341	3
Physical Education 342	3
Physical Education 343	3
Physical Education 351	3
Physical Education 352	3
Physical Education 361	3
Physical Education 381	3
Physical Education 443	3
Personal Hygiene 213	3
Physical Education electives	11
	48

SCIENCE: (1) PHYSICAL SCIENCES:

Required courses in first two years 231, 232, 233	9
Chemistry 211, 212, 213	12
Physics 341, 342, 343	12
Science Electives	15
	48

SCIENCE: (2) BIOLOGICAL SCIENCE:

Required courses in first two years 131, 132, 133	9
General Zoology 241, 242, 243	9
General Botany 251, 252, 253	9
Elective biological courses in junior and senior years	21
	48

DEPARTMENTAL REQUIREMENTS FOR MINORS

BUSINESS EDUCATION:

Secretarial Science, including Shorthand and Typewriting	12
Accounting, including Bookkeeping	9
Business Administration and Related Subjects, Electives	6
	27

EDUCATION:

(The Education minor does not qualify one for a teacher's certificate).

Required Psychology courses in first two years, 133, 233	6
Education 431, 432, 433	9
Education electives	12
	27

ENGLISH:

Required courses in first two years 111, 112, 113, 131, 132, 133, 231, 232, 233	18
English electives	9
	27

FOREIGN LANGUAGE:

One foreign language (French or Spanish)	18
Second foreign language (French or Spanish)	9
	27
or	
One foreign language	27

GEOGRAPHY:

Science 232, 233	6
Social Science 231	3
Geography 251, 252	6
Geography electives	12
	27

HISTORY AND SOCIAL SCIENCE:

Required courses in first two years: Social Studies 12; Psychology 3; Geography 6	21
History electives	6
	27

MATHEMATICS:

Mathematics 101, 102, 103, 104, 202, 203	18
Mathematics electives	9
	27

MUSIC:

131, 132, 133	The Arts in Individual Development	3
231, 232, 233	The Arts in Contemporary Society	3
461	Music for the Elementary Teacher (Required of all students preparing to teach in the elementary school)	
	or	
212	Music for the Secondary Teacher (Required of all students preparing to teach in the elementary school)	3
402	Music History	3
431, 432	Harmony I and II	6
121	Sight Singing and Ear Training I	3
Applied Music		6
		27

PHYSICAL EDUCATION:

Required courses in first two years	6
Physical Education 251	1
Physical Education 252	1
Physical Education 145	1
Physical Education 343	3
Physical Education 351	3
Physical Education 361	3
Physical Education 381	3
Physical Education 342	3
Personal Hygiene 213	3
	27

PSYCHOLOGY:

Psychology courses in first two years, 133, 233	6
Psychology of Human Development 331, 332, 333	9
Psychology electives	12
	27

SCHOOL AND APPLIED ART:

Required courses in first two years 131, 132, 133, 231, 232, 233	6
Art 211, 212, 303, 403	12
Art electives	9
	27

SCIENCE:

Required courses in first two years 131, 132, 133, 231, 232, 233	18
Science electives	9
	27

BACHELOR OF ARTS—SECONDARY EDUCATION

ENGLISH MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
(English Literature 6; Music 3; Art 3)	
Applied Mathematics 231	3
Physical Education 231,232,233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
Electives in Minor Field to complete 27 hours in the field	9-24
English 211, 212, 213. Survey of American Literature	9
English 401. Poetry of Chaucer	3
English 403. Shakespeare	3
Elective Junior and Senior English Courses	15
Foreign Language	18*
Total	192

* Only nine hours required, if the student has had two years of high school work in the same language.

BACHELOR OF ARTS DEGREE FOR NON-TEACHERS-ENGLISH MAJOR

The requirements for this degree differ from the above only in that, instead of the Junior and Senior Education and Psychology courses, a related Minor of 27 hours is required.

BACHELOR OF ARTS—SECONDARY EDUCATION

HISTORY AND SOCIAL SCIENCE MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
(English Literature 6; Music 3; Art 3)	
Applied Mathematics 231	3
Physical Education 231, 232, 233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
Electives in Minor Field to complete 27 hours in the field	9-24
History 101, 102, 103. World History	9
History 201, 202, 203. American History	9
Junior and Senior Electives in History and Social Science	21
Foreign Language	18*
Total	192

* Only nine hours required, if the student has had two years of high school work in the same language.

BACHELOR OF ARTS DEGREE FOR NON-TEACHERS—HISTORY AND SOCIAL SCIENCE MAJOR

The requirements for this degree differ from the above only in that, instead of the Junior and Senior Education and Psychology courses, a related Minor of 27 hours is required.

BACHELOR OF ARTS—SECONDARY EDUCATION

MATHEMATICS MAJOR

Course	COURSE SUMMARY	*Credit Hrs.*
Bio-Social Development 131, 132, 133		21
	Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133		9
	English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113		9
Natural Science 231, 232, 233		9
	(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233		12
	(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233		12
	(English Literature 6; Music 3; Art 3)	
Physical Education 231, 232, 233		3
Psychology 331, 332, 333. Child Development in the Community and Region		9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching		9
Education 431, 432, 433. Social and Philosophic Foundations of Education		9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching		15
Electives in Minor Field to complete 27 hours in the field		9-21
General Electives—		
	Mathematics 101, 102, 103, 104	12
	Mathematics 202, 203	6
	Mathematics 311, 312, 313	9
	Mathematics 412, 413	6
	Mathematics Electives	15
	Foreign Language	18*
	Total	192

* Only nine hours required, if the student has had two years of high school work in the same language.

BACHELOR OF ARTS DEGREE FOR NON-TEACHERS—MATHEMATICS MAJOR

The requirements for this degree differ from the above only in that, instead of the Junior and Senior Education and Psychology courses, a related Minor of 27 hours is required.

BACHELOR OF ARTS—SECONDARY EDUCATION

MUSIC MAJOR

Course	COURSE SUMMARY	*Credit Hrs.*
Bio-Social Development 131, 132, 133		21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)		
Arts Development 131, 132, 133		9
(English Literature 3; Music 3; Art 3)		
English Composition 111, 112, 113		9
Natural Science 231, 232, 233		9
(Physical Science 6; Geography 3)		
Socio-Economic Problems 231, 232, 233		12
(Social Studies 6; Geography 3; Social Psychology 3)		
Contemporary Arts 231, 232, 233		12
(English Literature 6; Music 3; Art 3)		
Applied Mathematics 231		3
Physical Education 231, 232, 233		3
Psychology 331, 332, 333. Child Development in the Community and Region		9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching		9
Education 431, 432, 433. Social and Philosophic Foundations of Education		9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching		15
Electives in Minor Field to complete 27 hours in the field		9-24
121, 122. Sight Singing and Ear Training		3 or 6
212. Music for the Secondary Teacher		3
322. Advanced Music Appreciation		3
(or 3 hours of Band, or 3 hours of Choir)		
431, 432. Harmony I and II		6
402, 403. Music History		6
(or 3 hours of Band, or 3 hours of Choir)		
432. Conducting		3
422. Form and Analysis		3
421. Composition and Orchestration		3
Applied Music (Private Study)		9
Junior or Senior Elective in Music		3-6
Foreign Language		18*
	Total	192

* Only nine hours required, if the student has had two years of high school work in the same language.

BACHELOR OF ARTS DEGREE FOR NON-TEACHERS—MUSIC MAJOR

The requirements for this degree differ from the above only in that, instead of the Junior and Senior Education and Psychology courses, a related Minor of 27 hours is required.

BACHELOR OF SCIENCE—SECONDARY EDUCATION

BUSINESS EDUCATION—ENGLISH MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
(English Literature 6; Music 3; Art 3)	
Applied Mathematics 231	3
Physical Education 231, 232, 233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
Junior and Senior Electives in English	18
Geography 233	3
Business Education Courses	45
General Electives	6
Total	192

The Bachelor of Science degree with a Business Education-English Major is not offered without the Education and Psychology Major.

BACHELOR OF SCIENCE—SECONDARY EDUCATION

HISTORY AND SOCIAL SCIENCE MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
Applied Mathematics 231	3
Physical Education 231, 232, 233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
General Electives—	
Electives in Minor Field to complete 27 hours in the field	9-24
History 101, 102, 103 World History	9
History 201, 202, 203 American History	9
Junior and Senior Electives in History and Social Science	21
Total	192

Students who take a Major in History and Social Science with degree for Non-Teachers, will take the Bachelor of Arts degree.

BACHELOR OF SCIENCE—SECONDARY EDUCATION

MATHEMATICS MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
(English Literature 6; Music 3; Art 3)	
Physical Education 231, 232, 233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
Mathematics 101, 102, 103, 104	12
Mathematics 202, 203	6
Mathematics 311, 312, 313	9
Mathematics 412, 413	6
Junior and Senior Mathematics Electives	15
Junior and Senior Science Electives (related Minor)	9
General Electives	
Total	192

BACHELOR OF SCIENCE FOR NON-TEACHERS—MATHEMATICS MAJOR

The requirements for this degree differ only in that, instead of the Junior and Senior Education and Psychology courses, an unrelated Minor of 27 hours is required.

BACHELOR OF SCIENCE—SECONDARY EDUCATION

MUSIC MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
(English Literature 6; Music 3; Art 3)	
Applied Mathematics 231	3
Physical Education 231, 232, 233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
Electives in Minor Field to complete 27 hours in the field	9-24
General Electives—	
121, 122 Sight Singing and Ear Training	3 or 6
212 Music for the Secondary Teacher	3
322 Advanced Music Appreciation	3
(or 3 hours of Band, or 3 hours of Choir)	
431-432 Harmony I and II	6
402, 403 Music History	6
(or 3 hours of Band, or 3 hours of Choir)	
432 Conducting	3
422 Form and Analysis	3
421 Composition and Orchestration	3
Applied Music (Private Study)	9
Junior or Senior Elective in Music	3
Total	192

BACHELOR OF SCIENCE DEGREE FOR NON-TEACHERS
MUSIC MAJOR

The requirements for this degree differ from the above only in that, instead of the Junior and Senior Education and Psychology courses, a related Minor of 27 hours is required.

BACHELOR OF SCIENCE—SECONDARY EDUCATION

PHYSICAL EDUCATION MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Studies 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
(English Literature 6; Music 3; Art 3)	
Applied Mathematics 231	3
Physical Education 231, 232, 233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
Electives in Minor Field to complete 27 hours in the field	9-24
General Electives—	
Physical Education 145	1
Personal Hygiene 213	3
Physical Education 251, 252	2

Physical Education 333	1
Physical Education 341, 342, 343	9
Physical Education 351, 352	6
Physical Education 361	3
Physical Education 381	3
Physical Education 443	3
Physical Education Electives	11
Total	192

BACHELOR OF SCIENCE—SECONDARY EDUCATION

SCIENCE MAJOR

COURSE SUMMARY

Course	*Credit Hrs.*
Bio-Social Development 131, 132, 133	21
(Biology 9; Physical Education 3; Psychology 3; Social Problems 6)	
Arts Development 131, 132, 133	9
(English Literature 3; Music 3; Art 3)	
English Composition 111, 112, 113	9
Natural Science 231, 232, 233	9
(Physical Science 6; Geography 3)	
Socio-Economic Problems 231, 232, 233	12
(Social Science 6; Geography 3; Social Psychology 3)	
Contemporary Arts 231, 232, 233	12
(English Literature 6; Music 3; Art 3)	
Applied Mathematics 231	3
Physical Education 231, 232, 233	3
Psychology 331, 332, 333. Child Development in the Community and Region	9
Education 381, 382, 383. Secondary Education Seminar and Student Teaching	9
Education 431, 432, 433. Social and Philosophic Foundations of Education	9
Education 481, 482, 483. Secondary Education Seminar and Student Teaching	15
Electives in Minor Field to complete 27 hours in the field	9-21

PHYSICAL SCIENCES

Chemistry 211, 212, 213	12
Physics 341, 342, 343	12
Junior and Senior Science Electives	15
Mathematics 101, 102, 103, 104, 202, 203, 311	21

or

BIOLOGICAL SCIENCES

General Zoology 241, 242, 243	9
General Botany 251, 252, 253	9
Junior and Senior Science Electives	21
Mathematics 101, 102, 103, 104	12
Total	192

BACHELOR OF SCIENCE FOR NON-TEACHERS—SCIENCE MAJOR

The requirements for this degree differ only in that, instead of the Junior and Senior Education and Psychology courses, a related Minor of 27 hours is required.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

COURSE SUMMARY

FRESHMAN YEAR

Course	*Credit Hrs.*
Bio-Social Core 131-2-3	18*
Physical Education 131-2-3—Health, Physical Education	3
Art Core—	
Art Core 131-2-3—Literature	3
Art Core 131-2-3—Arts	3
Art Core 131-2-3—Music	3
English 111-2-3—Composition	9
Selected course in Special Interest	9
	48

* (Bio-Social Core consists of General Psychology, 3 hours; Human Biology, 9 hours; Problems of Modern Society, 6 hours.)

SOPHOMORE YEAR

Social Science Core 231-2-3—Psychology, Geography, Sociology	12
Science Core 231-2-3—Geography, Physical Science	9
Mathematics 231-2-3—Applied Mathematics	3
Art Core—	
Art Core 231-2-3—American Literature	6
Art Core 231-2-3—Arts	3
Art Core 231-2-3—Music	3
Physical Education	3
Selected course in Special Interest	9
	48

JUNIOR YEAR

Psychology 331-332-333	9
Education 371-2-3—Teaching and Seminar	15
English 361—Literature for Children	3
Physical Education 361—Physical Education for Elementary Teachers	3
History 361—Social Studies for Elementary Teachers	3
Science 361, 362—Science for Elementary Teachers	6
Selected course in Special Interest	9
	48

SENIOR YEAR

Education 431, 432, 433	9
Education 471-2-3—Directed Teaching, Seminar	9
History 444—Alabama History	3
History 201 or 202 or 203—American	3
Art 461—Art in Elementary Education	3
Music 461—Music in Elementary Education	3
Selected course in Special Interest	18
	48

Graduates in Elementary Education may select majors in English, Social Studies, Geography, Music, Art or Physical Education.

PRE-PROFESSIONAL COURSES

Troy State Teachers College offers opportunities to complete two years or more of work to students who plan to enter schools of law, medicine, nursing, home economics, social welfare, and various schools of engineering.

The program suggested here will be accepted by other colleges as basic training for the specialized training. The student is advised, however, to confer with the dean or registrar in regard to the requirements of the particular college to which he plans to go for the completion of his work. The pre-engineering program will differ slightly for the different schools of engineering.

PRE-ENGINEERING

First Year		*Second Year*	
Freshman English	9 hours	Physics	12 hours
Public Speaking	3 hours	Calculus	9 hours
Algebra, Trigonometry, Analytic Geometry	15 hours	Descriptive Geometry	6 hours
Chemistry	12 hours	American History	9 hours
Mechanical Drawing	3 hours	Economics	9 hours
Hygiene	3 hours		
Physical Education	3 hours		

PRE-MEDICINE

First Year		*Second Year*	
Freshman English	9 hours	Chemistry	12 hours
Public Speaking	3 hours	Physics	12 hours
Biology	12 hours	Sophomore English	9 hours
Mathematics	15 hours	World or American History	9 hours
French	9 hours	French	9 hours

PRE-DENTAL

First Year		*Second Year*	
Freshman English	9 hours	Physics	12 hours
Public Speaking	3 hours	Chemistry	12 hours
Biology	12 hours	Elective	21 hours
Chemistry	12 hours	History, English, French, Spanish, Mathematics	
Elective	9 hours		
History, French, Spanish, Mathematics			

PRE-LAW

First Year

Freshman English	9 hours
Public Speaking	3 hours
American History	9 hours
Mathematics, Biology or Chemistry	12 hours
French or Spanish	9 hours
Physical Education	3 hours
Elective	6 hours
History, English	

Second Year

English Literature	9 hours
History of England	9 hours
Economics	9 hours
French or Spanish	9 hours

Third Year

Sociology	9 hours
Psychology	6 hours
Drama	6 hours
American Government	9 hours
Elective	9 hours

AGRICULTURAL ENGINEERING

First Year

Freshman English	9 hours
Speech	3 hours
Algebra, Trigonometry, Analytic Geometry	15 hours
Chemistry	12 hours
American History	9 hours
Mechanical Drawing	3 hours

Second Year

Physics	12 hours
Calculus	9 hours
Descriptive Geometry	6 hours
Economics	3 hours
Physical Education	3 hours

LABORATORY-TECHNICIAN

First Year

Freshman English	9 hours
Speech	9 hours
Biology	12 hours
Chemistry	12 hours
Social Studies	6 hours
Elective	9 hours
American History, French, Spanish	

Second Year

Organic Chemistry	6 hours
Bacteriology	3 hours
Sophomore English	9 hours
Social Studies	6 hours
Elective	24 hours
Sociology, Psychology, French, Spanish	

PRE-NURSING

First Year		*Second Year*	
Freshman English	9 hours	Organic Chemistry	6 hours
Speech	3 hours	Bacteriology	3 hours
Biology	12 hours	Sophomore English	9 hours
Chemistry	12 hours	Social Studies	6 hours
Social Studies	6 hours	Elective	24 hours
Elective	9 hours	Sociology, Psychology, French, Spanish	
American History, French, Spanish			

VOCATIONAL HOME ECONOMICS

First Year		*Second Year*	
Freshman English	9 hours	Organic Chemistry	6 hours
Speech	3 hours	Biology	12 hours
Chemistry	12 hours	Economics	9 hours
American History	9 hours	Industrial Arts	9 hours
Social Studies	6 hours	Physical Education	3 hours
Art	3 hours	Elective	9 hours
Physical Education	3 hours	English, Literature, Psychology	
Hygiene	3 hours		

The Curriculum

The College curriculum is based on the educational needs and objectives of the state system of public education. An analysis of these needs and objectives presents a demand for teachers who are qualified to guide students in the meeting of problems of living that are both individual and social in nature. The teacher should have a dynamic and integrated personality. He should have a broad concept of the meaning of democracy and the duty of each individual to contribute to democratic, social, and political life. A teacher should be able to lead his students into an intelligent understanding of the socio-economic needs and potentialities of present day society in Alabama and in the nation. He should be competent to exercise effective leadership in community life. The effective teacher must have a sympathetic understanding of children, and a sufficiently broad cultural background to enable him to guide his students into full and effective living in our democratic society.

The outstanding features of the curriculum are:

(1) It provides a uniform program during the first two years for students preparing to teach in either the elementary or secondary field.

(2) The curriculum provides general education core courses in the first two years and also makes provision for special needs and interests.

(3) Professional education in both the elementary and secondary fields is provided in the educational core courses in the junior and senior years.

(4) In the junior and senior years provision is made for further specialization in areas of major interest and concentration.

(5) Much consideration is given to the fact that campus living is an integral part of the student's education.

The program includes five related bodies of instructional and educative experience.

1. General Education Core
   (for freshmen and sophomores)
2. Special Needs and Interests
3. Professional Education
   (for juniors and seniors)
4. Courses in Area Specialization
   (for juniors and seniors)
5. Campus Living

GENERAL EDUCATION CORE

The term, General Education Core, is applied to a group of comprehensive courses and related experiences planned to produce the sound scholarship and cultural background needed by the student (1) in solving his own personal problems on a sound social basis; and (2) in dealing as a citizen with the community, regional, national, and world problems which confront him in current family life, creative and recreational activities, use of resources, social and economic situations, and changing values.

FRESHMAN YEAR

131, 132, 133. *Individual Development* ..... 30 hours
Bio-Social Development of the Individual
The Arts in Individual Development

SOPHOMORE YEAR

231, 232, 233. *The Individual and His Environment* ..... 33 hours
Man and His Natural Environment
Regional and National Socio-Economic Problems
The Arts in Contemporary Society

SPECIAL NEEDS AND INTERESTS

Special Needs. At the time of entrance a thorough diagnosis of the needs of each student in health and in the fundamental skills of English usage, speech, and reading, is made. A program is then planned for each student in terms of these needs so that he may meet definite and required standards of competence. Satisfactory progress is prerequisite to entrance upon the professional work of the junior year. All freshmen and sophomores are urged to participate in activities of special interest to them which will contribute to their total development, e.g., activities offered in the following: chorus, band, ensemble music making, orchestra, plastic and graphic arts, school paper, drama, dance, sports, et cetera.

Special Interest Courses. Courses from the following list are offered each year because of their special relation to the General Education Core and to individual interests and needs.

FRESHMAN AND SOPHOMORE

Science	Literature
Geography	Mathematics
History	Foreign Language
Art	Physical Education
Music	Business Education

Written and Oral English. All freshman students carry a basic service course in English. Credit in this course will be withheld until a certain competency in written and spoken English has been achieved. The course includes work in composition, literature, and speech.

Applied Mathematics. All sophomores carry this basic course in mathematics. Standards of competence as revealed in tests in mathematics given at the time of admission, must be met before entering this course.

Physical Education. All students are required to carry Physical Education 131, 132, and 133 during their freshman year and Physical Education 231, 232, and 233 during their sophomore year. Students whom the college physician considers to be physically unable to participate in the regular physical education program, will pursue an individual modified program designed by the college physician and Physical Education Department.

PROFESSIONAL EDUCATION

The program of professional education aims to guide the student to some understanding of (1) a democratic society and the individual's relation to it, (2) children and youth and the nature of their development, and (3) the nature and techniques of directed learning.

No professional course is given during the first two years; but certain experiences with children, visits to social agencies, and participating in community activities, provide a background for the student's later professional work.

The professional work includes: a study of human development and the social and philosophic foundations of education; directed observation and participation in learning situations; experiences in recognizing and using materials of instruction; and experience in evaluating outcomes.

JUNIOR YEAR

331, 332, 333. Child Development in the Community and Region
9 hours.

371, 372, 373. Elementary Education Seminar and Student Teaching
15 hours.

or

381, 382, 383. Secondary Education Seminar and Student Teaching
9 hours.

SENIOR YEAR

431, 432, 433. Social and Philosophic Foundations of Education 9 hours.

471, 472, 473. Elementary Education Seminar and Student Teaching 9 hours.

or

481, 482, 483. Secondary Education Seminar and Student Teaching 15 hours.

AREAS OF SPECIALIZATION

ELEMENTARY EDUCATION

Students preparing to teach in the elementary school must know and understand the nature and needs of children. They must be concerned about human relationships and group living; about problems, conditions and ideals of our democratic society, and about the effects of present-day economic conditions on children. They must participate in programs of action with children where decisions are made and plans developed. They must develop a background of insight and understanding for use in guiding the experiences of children.

In addition, the student preparing to teach in the elementary school will be required to include the following "contributing" courses, or their equivalent, in meeting the requirements for the B.S. degree in Elementary Education: English 361, History 361, History 444, Science 361-2, Music 461, at least three hours of physical education activities in the junior and senior years.

SECONDARY EDUCATION

Students preparing to teach in the secondary school should select their areas of specialization as early as possible in their college careers.

These areas of specialization are designed for preparing the high school teacher:

1. To participate in core curriculum programs.
2. To teach subjects in the area of specialization.
3. To direct one or more student activities.

Courses of Instruction

GENERAL EDUCATION CORE FOR FRESHMEN

131, 132, 133. *Bio-Social Development of the Individual.* Twenty-one credit hours. Required of all freshmen except by special permission. Continuous throughout the year.

This course utilizes materials from the fields of human biology, health, psychology, and the social studies in giving the basic facts and in developing sensitivity and meanings essential to the solution of the problems of the individual under current social conditions. Topics considered are: Human development from conception to maturity; biological and social factors that may facilitate, inhibit, or distort development, such as diet, physiological functioning, family relations, social and economic status; biological, psychological, and social needs, the conflicts that rise in the satisfaction of these needs, and ways of revolving conflicts; the particular needs of adolescents in current western society, and the various attempts at meeting these needs under changing economic and social conditions; democracy in contrast to other forms of human relationships in its effect on human development; the impact of rapid change on the family, church, and other social institutions; the declining birth rate and its biological and social implications; the origin of national, race, and religious prejudices; individual differences in relation to heredity and environment.

The biological aspects of the course are clarified through work in the science laboratory; the social aspects, through observation of and participation in community and institutional life, including contacts with children, youth, and adults under many varying conditions.

131, 132, 133. *The Arts in Individual Development.* Nine credit hours. Required of all freshmen except by special permission. Continuous through the year.

The course includes related experiences in the fields of: literature; the plastic, graphic, and home arts; and music and the dance. The course utilizes materials from these fields in contributing to the solution of the student's problems of leisure and recreation, dress, and the creation of a satisfying physical environment; in developing in him the desire to explore his own resourcefulness and to participate in projects designed to further the cultural and recreational life of the college campus and surrounding community. Emphasis is placed upon the understanding of the

relation of artistic appreciation and expression to the total development of the individual. Beginning at his own level of appreciation and creativity, the student is guided through exploratory experiences with materials into increasing enjoyment of art and beauty.

GENERAL EDUCATION CORE FOR SOPHOMORES

231, 232, 233. *Man and His Natural Environment.* Nine credit hours. Required for sophomores except with permission. Continuous through the year.

In the development of the individual in his relation to home and community, this course utilizes materials from geography and the natural sciences, both biological and physical. The principles of biology, anthropology, geology, climatology, and ecology are applied to the solution of regional problems. Class discussion, textbook and library assignments, lectures, laboratory demonstrations and experiments, field excursions and individual and group projects, constitute the work of the course.

231, 232, 233. *Regional and National Socio-Economic Problems.* Twelve credit hours. Required of sophomores except with permission. Continuous through the year.

The main aim of this course will be to show the changing culture patterns due to the interaction of man and his geographic environment. The problems will be used to show these changes as well as the processes by which man has tried and is trying to relieve tensions growing out of the impact of change upon instiutions and groups. Materials will be drawn from the following traditional subjects: sociology, economics, political science, American history, geography. The interdependence of man in all phases of his activity—regional, national, international —will be used to develop the idea of the need for the cooperative effort of all agencies and groups in an attack upon our problems. Three big groups of problems will form the core for this course: Land Use, Industrialization, Population Shifts and Trends.

231, 232, 233. *The Arts in Contemporary Society.* Twelve credit hours. Required of sophomores except by permission. Continuous through the year. This course includes materials from the fields of literature, art, music, and folk dances. It emphasizes the place of the arts in the development and preservation of American culture. (See Art 231, 232, 233; Music 231, 232, 233; English 231, 232, 233; and Physical Education 231, 232, 233.)

DEPARTMENT OF BUSINESS EDUCATION

MISS SORBET, MR. COLLINS, MR. SARTAIN, MR. STEPHAN

Stenographic or secretarial work may be taken for one or more quarters by special students who qualify for entrance; and the courses taken may be chosen in accordance with the needs and desires of such special students.

231, 232. *Economic Geography.* Six credit hours. Elective. These two courses give a basic understanding of the geographic and economic factors underlying the production and distribution of basic world commodities. Particular emphasis is given to the United States, to Russia, and to other world powers and world regions which produce significant exportable surpluses.

233. *Trade Routes and Trade Centers.* Three credit hours. Elective. The growth of trade routes and centers will be developed to show the variable structures, patterns, and functions of different cities which handle and consume large quantities of foodstuffs, fibers, raw materials for manufacture, and finished commodities. Transportation by air, water, and land merits an adequate study. Effects of economic nationalism, World Wars, and the airplane on established trade centers and routes will justify attention and thought. Finally, trade regions within the global community of nation-states will be studied.

231. *Applied Mathematics.* Three credit hours. Required of all sophomores. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in the computations necessary to daily life in the home and in society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

233. *Commercial Arithmetic.* Three credit hours. General review of the arithmetic of business. Fractions, percentage, interest, ownership, insurance, and profit and loss. Prerequisite for accounting.

251, 252, 253. *Economics.* Nine credit hours. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

281, 282, 283. *Elementary Shorthand.* Two credit hours per quarter through sophomore year. Fundamental principles of shorthand; emphasis on phonetics; business letter dictation.

281, 282, 283. *Elementary Typewriting.* One credit hour per quarter through the sophomore year. The fundamentals of touch typewriting with emphasis on proper position, rhythm, technique and accuracy.

284. *Typewriting.* Two credit hours. A course for beginning typists. Five hours weekly.

285. *Typewriting.* Two credit hours. Letters, simple business papers, speed development.

286. *Typewriting.* Two credit hours. Reports, business papers and reports, speed development. Five hours weekly.

371. *Business Machines.* Three credit hours. The operation of machines used in modern business offices.

381, 382, 383. *Advanced Shorthand.* Two credit hours a quarter. A continuation of the study of shorthand; development of speed in writing and transcription.

391, 392, 393. *Elementary, Accounting.* Twelve credit hours. An introduction to the field of bookkeeping, accounting, and business administration; theory of modern accounts; debt and credit; classification of accounts; procedure of recording transactions; work sheets; adjustment of closing of the ledger; balance sheets; profit and loss statement; the more common type of business reports. The application of the principles and accountings to partnerships and corporations, the use of voucher systems; analysis of accounts; tangible and intangible assets; and non-profit organizations. Prerequisite Math. 231 or 233.

461. *Salesmanship.* Three credit hours. A study of principles and practices in advertising, product media, advertisement testing, and campaigns. A minute study of the successful salesman and his methods. A study of psychology employed by the salesman in individual sales projects, to develop student initiative and poise.

462. *Personnel Management.* Three credit hours. A course dealing with the management of labor, touching upon selection, training, placement, turnover, payment policies, employee representation, etc.

464, 465. *Secretarial Practice.* Three credit hours a quarter. Office practices and procedures; secretarial traits and duties.

471, 472. *Advanced Accounting.* Four credit hours a quarter. Problems of the accounting processes with emphasis on the accounting statements; advanced accounting situations.

473. *Tax Accounting.* Four credit hours. A study of tax accounting, emphasis on income taxes.

481. *Office Management.* Three credit hours. Three class periods each week. Elective for juniors and seniors in English-Business Education curriculum. Problems involved in planning and directing the functions of business and professional offices; responsibilities and dutes of the office manager, private secretary, and stenographers; selection, training, promotion, and discharge of employees; selection, use, and care of office supplies and equipment; routine procedures, such as handling affairs of office mail, interviewing callers, and appropriate office dress.

482. *Business English.* Three credit hours. Three class periods each week. Elective for juniors and seniors in English-Business Education curriculum. Concentration on sales letters of all types; principles and practices of business letter writing in general; preparation of special business reports, forms, and manuals. Prerequisite: Elementary Typewriting 281, 282, 283 or the equivalent and English 111, 112, 113.

483, 484. *Business Law.* Three credit hours per quarter. Major principles and problems concerning business transactions.

491. *Money and Banking.* Three credit hours. Three class periods a week. Elective for juniors and seniors in the English-Business Education curriculum. A study of: the meaning and functions of money in our economic life; the inter-relationships of wages, prices, and business activity; the functions and inter-relationships of bank deposits, credits, and loans; the socio-economic functioning of our national banking system.

493. *Marketing.* Three credit hours. Three class periods a week. Elective for juniors and seniors in English-Business Education curriculum. A study of the marketing structure with reference to the marketing problems, functions and methods of farmers, manufacturers, wholesalers, brokers, and retailers. Special attention is given to cost of marketing, unfair competition, market finance, market risk, market needs, market price, and price maintenance.

DEPARTMENT OF EDUCATION

DR. BOYD, DR. ERVIN, MISS ELDER

Elementary Supervising Teachers: Mrs. Arant, Miss Hamil, Miss Ingram, Mrs. Ellis, Miss Jones, Miss Murphy, Miss Smith.

Secondary Supervising Teachers: Mrs. Choate, Miss Faulk, Miss Garner, Mrs. Kelley, Miss Lamb, Miss McCullough, Mrs. Sartain, Mrs. Wilkes.

Education courses are open to juniors and seniors who have completed the required courses for the first two years. Normally a student will take his first education course in the first (fall) quarter of his junior year and will continue in the order indicated in the following sequence list.

JUNIOR YEAR

Fall quarter	Education 371 or 381
Winter quarter	Education 372 or 382
Spring quarter	Education 373 or 383

SENIOR YEAR

Fall quarter	Education 471 or 481 and 431
Winter quarter	Education 472 or 482 and 432
Spring quarter	Education 473 or 483 and 433

Any student who is unable to follow the course sequence indicated above should confer with his counselor and work out a plan to fit his needs. Summer school courses will usually enable the student to get in step with his courses.

The required fifteen hours of practice teaching may be taken in one, two, or three quarters.

371-381. *Orientation to Teaching.* Fall quarter and summer school. Three credit hours. Prerequisite, six hours of psychology and junior standing. The purpose of this course is three-fold: (1) to help the student and the faculty determine whether the student should become a teacher, (2) to help the student decide whether to major in elementary or secondary work, and (3) to introduce the student to teaching as a profession and to acquaint him with certain problems of school organization, class room management, and children's needs.

372. *Selection and Organization of Instructional Materials in the Elementary School.* Winter quarter and summer school. Three credit hours. Prerequisite: Education 371. The course is designed to develop competence in locating, selecting, organizing and using text books, library books, reference materials, current publications, audio-visual materials and equipment, art materials, etc.

382. *Selection and Organization of Instructional Materials in the Secondary School.* Winter quarter and summer school. Three credit hours. Prerequisite: Education 381. This course emphasizes large unit teaching in the various high school subjects and in the core curriculum. The needs of high school pupils, the aims and functions of the American high school, and the place of the high school in the community are also studied.

373. *Education Seminar and Practice Teaching in the Elementary School.* Five or 10 quarter hours. Prerequisites: Education 371 and 372. The course consists of observation, participation and teaching in the Laboratory School, plus regular conferences with the supervising teacher and weekly attendance at a group seminar. The student's academic load must be adjusted so as to permit at least two hours daily for work in the Laboratory School for each five credit hours in practice teaching.

383. *Education Seminar and Practice Teaching in the Secondary School.* Spring quarter and summer school. Five or ten credit hours. Prerequisite: Education 381 and 382. The course consists of observation, participation, and teaching in the high school, regular conferences with the supervising teacher, weekly attendance at a group seminar, and reading current literature in the field of education. The student's academic load must be adjusted so as to permit at least two clock hours of work daily in the high school for each five credit hours in practice teaching.

431-2-3. Fall, winter and spring quarters respectively, and summer school. Three hours credit each quarter. This is a culminating course in which values as they have been developed in religion, ethics, and philosophy are studied in their effects upon historic and current educational theories and practices. The first quarter covers the history and philosophy of education from Confucius to Rousseau.

The second quarter covers the origin and growth of education in the United States.

The third quarter deals with current problems of education in the United States and Alabama.

471-472. *Education Seminar and Practice Teaching in the Elementary School.* Five, 10, or 15 credit hours per quarter. Prerequisites: Education 371 and 372. One of these courses may be the student's first course in practice teaching or it may be a continuation of Education 373.

481-482. *Education Seminar and Practice Teaching in the Secondary School.* Five, 10, or 15 credit hours per quarter. Prerequisites: Education 381 and 382 and senior standing. One of these courses may be the student's first practice teaching course or it may be a continuation of Education 383.

473. *Elementary School Supervision.* Three credit hours. Spring quarter and summer school. Prerequisites: Education 471 and 472 and senior standing. In this course the student studies the in-service education of teachers both from the standpoint of the supervisor and that of the teacher.

483. *High School Supervision.* Three credit hours. Spring quarter and summer school. Prerequisites: Education 481 and 482 and senior standing. In this course the student studies the in-service education of teachers both from the standpoint of the supervisor and that of the teacher.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

DR. KILPATRICK, MR. BLACKWELL, MRS. BLACKWELL, MRS. FRASER, MRS. BOYD, MISS POWELL, MISS STOUT, MISS WILLIAMS
LIBRARY: MISS CATES, MRS. PARKS

ENGLISH

111, 112, 113. *Written and Oral English.* Three credit hours each quarter. Required of all freshmen. A practical application of the principles of grammar and the mechanics of writing, with frequent written work. In 112 and 113, the reading, criticism, and analysis of representative stories, dramas, essays, and poems with a view to learning to write and punctuate *directly* from the best authors. Closely cooperative with the other core courses—aiding in preparation of papers, note taking, vocabulary building.

131, 132, 133. *The Arts in Individual Development.* Three credit hours. Required of freshmen in the Arts Core. The study of a good anthology of short stories, dramas, essays, articles and poems, with frequent practice in oral work, such as reading poems and stories aloud and taking the parts of characters in the dramas studied. Especial emphasis given to speech. Close cooperation with other core courses in developing skill in speech and the appreciation and evaluation of varied forms of writing.

211, 212, 213. *Survey of American Literature.* Three credit hours each quarter. Elective for sophomores and juniors. The purpose of this course is to present the development of American literature as an expression of American culture from colonial times to the present day.

231, 232, 233. *The Arts in Contemporary Society.* Six credit hours. Required of sophomores in the Core program. A survey of modern literature, with especial emphasis upon American literature.

301. *Romantic Poetry.* Three credit hours. The purpose of this course is to offer extensive reading in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats and to study several of the major poems of these writers and the periods which produced them.

302. *Victorian Poetry.* Three credit hours. The purpose of this course is to offer extensive reading in the poetry of Tennyson, Browning, Arnold, Rosetti, Morris, and Swinburne and to study selected major poems by these writers and the period which produced them.

303. *Contemporary Poetry.* Three credit hours. The purposes of this course are as follows: to offer extensive reading in the poetry of the leading modern poets beginning with Thomas Hardy; to acquaint the student with the aliveness of modern poetry, its outlook upon life in the modern world, its innovations in subject matter and form, and its relation to the literary traditions of the past; and to offer a comparative study of selected modern English and American poets.

311, 312, 313. *English Literature.* Three credit hours each quarter. Elective for all sophomores. This course is an introduction to English literature in both poetry and prose.

331, 332, 333. *World Literature.* Three credit hours each quarter. Elective for sophomores and juniors. An introduction to world literature, with carefully chosen selections from the best writers of various national groups, including France, Italy, Spain, Germany, Scandinavia, Russia, ancient Greece and Rome.

341. *Advanced Composition.* Three credit hours. Elective for juniors and seniors. This course consists of practice in writing, based upon the study of current questions as discussed in the better class of magazines, and the study of articles by writers of recognized ability. Vocabulary enlargement is particularly stressed.

361. *Literature for the Elementary Teacher.* Three credit hours. Required of students preparing for the B.S. degree in Elementary Education. The purposes of this course are: to afford practice in the reading of poetry and prose, in choric reading, and in creative drama; to familiarize the student with a wide variety of literature suitable for children; to establish some basis for the selection of literature for children; and to develop in the student an appreciation of the value and importance of literature in the training of children.

371. *Early English Drama.* Three credit hours. Elective for juniors and seniors. This is a study of the history of the drama to 1642, with readings of representative medieval and Elizabethan plays, and several of Shakespeare's comedies.

373. *Modern Drama.* Three credit hours each quarter. Elective for juniors and seniors. This is a study of European and American dramas from the latter part of the Nineteenth Century to the present time.

401. *Poetry of Chaucer.* Three credit hours. A study of the works of Chaucer with special emphasis on the *Canterbury Tales.*

402. *Milton.* Three credit hours. A critical study of parts of *Paradise Lost,* with attention to minor poems and certain prose works of historical significance.

403. *Shakespeare.* Three credit hours. Required of English majors. An intensive study of six of Shakespeare's plays; among them, Hamlet, Othello, Lear and Macbeth. Parallel readings in other plays.

441. *Speech Principles and Problems.* Three credit hours. Elective for freshmen and sophomores. Development and use of the speaking voice with attention to social and professional needs; techniques of good speech such as a pleasing and well modulated voice, distinct and acceptable pronunciation. Students may apply the skills learned through direct or microphone speaking, brief talks, and other speech activities.

442. *Public Speaking.* Three credit hours. Prerequisite: Speech 441 or the equivalent. A thorough study of the fundamentals in the preparation and presentation of speeches for business, social and professional occasions. Use of the sound mirror gives students ample opportunity for oral practice, and radio experience may be gained through the college programs broadcast over station WTBF. Audience experience is gained through participation in classroom activities and general college functions.

443. *Play Production.* Three credit hours. Elective for juniors and seniors. For teachers and directors in schools. A consideration of the organization of dramatic groups and courses, play choice and casting, the theory and practice of rehearsal, directing and acting. Students may gain practical experience by working with the College Dramatic Club.

444. *Radio Speech.* Prerequisite: Speech 441 or the equivalent. Three credit hours. This course is designed to prepare students for professional radio announcing. Emphasis is placed on voice training, rhythm, articulation and pronunciation, with special attention given to developing style in delivery. Experience in planning and producing programs for radio is gained through the college programs presented over station WTBF. Skill in operating a radio control board may be acquired through use of the college radio studio.

453. *The Modern Novel.* Three credit hours. A study of the English and American novel with emphasis on the social and intellectual trends of the times.

LIBRARY

MISS CATES, MRS. PARKS

241. *Library Methods.* Three credit hours. Two class periods a week. Five hours of laboratory and practice work a week. Elective for juniors and seniors. Class limited to 15 students per quarter. A course designed primarily for students who may become teacher-librarians in public schools. Special emphasis will be placed on the organization, administration and function of the school library in the modern educational system. Introductory work in selection and ordering of books, supplies, and free and inexpensive material; mechanical preparation of books, simplified cataloging, classification, and library records. A laboratory fee of one dollar is charged for this course.

FRENCH

101, 102, 103. *Elementary French.* Nine credit hours. Three class periods a week. For students who enter without French or with one year of high school French. Elective for freshmen and sophomores. The purpose of this course is to establish the ability to read and understand French.

201, 202, 203. *Intermediate French.* Nine credit hours. Three class periods a week. Prerequisite: French 101, 102, 103 or two admission credits in French. Elective for freshmen, sophomores, and juniors. The purpose of this course is to develop fluency and to read works from the more important authors. This course includes: a grammar review; reading of short stories, plays and books dealing with French history and civilization.

301, 302, 303. *Advanced French.* Nine credit hours. Three class periods a week. Prerequisite: Two years of college French or the equivalent. Elective for sophomores and juniors. This course includes: reading of more difficult French and initiation into French literature; advanced grammar; and reading of histories, plays, novels, and short stories. In 301 and 302 emphasis is placed on the acquisition of a practical knowledge of French words, idioms, and conversation.

401, 402, 403. *French Literature.* Nine credit hours. Three class periods a week. Prerequisite: French 203. Elective for sophomores and juniors. This survey covers the principal periods and trends in French literature from the Golden Age of Louis XIV to the present time; an investigation of the life of the French people is made through literature. In 402 emphasis is on French Romanticism, French Parnassians, and the Realists. In 403 emphasis is on French Symbolists and the Naturalists.

SPANISH

141, 142, 143. *Elementary Spanish.* Nine credit hours. Three class periods a week. Elective for freshmen and sophomores who present one credit in Spanish or no credit. Juniors may take this by permission of the head of the department. Visual and auditory aids are used in this course which consists of pronunciation, elements of grammar, simple conversation exercises, reading, and composition.

241, 242, 243. *Intermediate Spanish.* Nine credit hours. Three class periods a week. Prerequisite; Spanish 141, 142, and 143, or two admission units in Spanish. This course includes: a grammar review; reading of short stories, plays, and books dealing with the life, history and customs of Spanish-speaking countries, and conversation exercises.

341. *Spanish Drama of the Golden Age.* Three credit hours. Three class periods a week. Elective for sophomores and juniors. Prerequisite: Spanish 243.

342. *Nineteenth Century Plays.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243.

343. *Twentieth Century Plays.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243.

441. *Advanced Grammar and Commercial Composition.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243. Elective for sophomores and juniors.

442. *Spanish Conversation.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243.

443. *Modern Spanish Novel.* Three credit hours. Three class periods a week. Prerequisite: Spanish 243. Elective for juniors and seniors.

DEPARTMENT OF GEOGRAPHY

MR. STEPHAN, MRS. STEPHAN, MR. WILKS

141, 142, 143. *Western Hemisphere.* Three credit hours per quarter. Special interest course for freshmen and sophomores. Outlined to cover North America, Caribbean America, and South America respectively, these courses provide for an interpretation of man's adaptation to his environment—physical, climatic, economic, and social. Western hemispheric cooperation, trade, and living levels will be reviewed and compared with those of the Eastern hemisphere.

Soph. Core 231. *Regional and National Socio-Economic Problems.* Three credit hours. Required of sophomores in the core program. With emphasis upon the United States and our southern neighbors, problems will be selected for study and evaluation.

Soph. Core 232. *Man and His Natural Environment.* Three credit hours. Required of sophomores in the core program. Geology constitutes the first phase—types of terrain, earth building, erosion, minerals and rocks. Meteorology and climate both provide for an understanding of Air Age Geography and Global relationships, second phase.

Soph. Core 233. *Man and His Natural Environment.* Three credit hours. Required of sophomores in the core program. Aspects of Air Age Geography, such as polar maps, meteorology, world climates, transportation, new spacial concepts, will provide for a new functional orientation for prospective teachers of social science.

241, 242, 243. *Eastern Hemisphere.* Three credit hours per quarter. The courses cover Europe, Africa and Australia, and Asia respectively. Emphasis will be placed upon the more important countries and regions, American commercial interests, and world relations.

231, 232. *Economic Geography.* Six credit hours. Elective. These two courses give a basic understanding of the geographic and economic factors underlying the production and distribution of basic world commodities. Particular emphasis is given to the United States, to Russia, and to other world powers and world regions which produce significant exportable surpluses.

233. *Trade Routes and Trade Centers.* Three credit hours. Elective. The growth of trade routes and centers will be developed to show the variable structures, patterns and functions of different cities which handle and consume large quantities of foodstuffs, fibers, raw materials for manufacture and finished commodities. Transportation by air, water and land merits an adequate study. Effects of economic nationalism, world wars, and the airplane on established trade centers and routes will justify attention and thought. Finally, trade regions within the global community of nation-states will be developed.

303. *Geography of the South.* Three credit hours. Elective for juniors and seniors. This course stresses an understanding of the natural attributes of the South and a clearer concept of their persistent influence upon social and economic development. Regionalism, in terms of Southern problems and potentialities, is given intensive consideration.

Sc. 331. *Geology.* Three credit hours. Elective. (For description see Departemnt of Science offerings for juniors and seniors.)

331. *Climate and Man.* Three credit hours. Elective for juniors and senors. Relationships and adjustments between man and his climatic environment constitute the main theme in the study of world climate and weather.

333. *Meteorology.* Three credit hours. Elective for juniors and seniors. This is a course in the physics of the air. It gives an interpretation of temperature, winds, pressure, precipitation, and air masses, as related to flight and other human activities.

341. *Geography of Alabama.* Three credit hours. Elective for juniors and seniors. A regional study based upon available material and sources of references, statistics, making of maps, field studies, and pictures. Topics, such as resources, industry, land planning, landscape, and teaching technique will receive careful consideration.

401. *Historical Geography of the United States.* Three credit hours. Elective for seniors. The purpose of this course is to make a study of the natural environment which has furnished the setting for the development and growth of the United States to a major world power.

402. *Problems in Political Geography.* Three credit hours. Elective for seniors. Selected topics such as past and present political patterns of the world as related to the elements of the natural environment, boundaries, bases for war and peace, domestic and international problems confronting major world powers, and nuclear cores of settlement, will be studied.

403. *Conservation of Natural Resources.* Three credit hours. Elective for seniors. This course provides for an understanding of our natural resources with a view of determining ways of obtaining maximum benefit from them. The National conservation movement receives careful consideration. Alabama's resources and their conservation are emphasized.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

WALTER N. FOSTER	Head of Health and Physical Education Department
MARY E. RICH	College Nurse
JAMES O. COLLEY	College Physician
FREDERICK G. McCOLLUM	Head Coach
FREDERICK TAYLOR	Instructor
MARY E. SHULER	Instructor
RHEA B. FOSTER	Instructor

AIM

The physical education program aims to help each student realize his own best self, physically, mentally, emotionally, and socially. The Depart-

ment of Health and Physical Education aspires to achieve this by the following:

1. Development of the organic systems of the body through physical activities.

2. Development of control and coordination in general, particularly in relation to control over fundamental skills.

3. Development of favorable attitudes toward physical education and athletics and the ability and desire to play joyously, enthusiastically, with a sense of security and confidence.

4. Development of acceptable standards of social relations.

To accomplish this the department administers a program which includes: (1) physical examinations and health guidance; (2) the regular core physical education courses; (3) courses in individual sports, team sports, and rhythms; (4) recreational activities; (5) intramural sports; and (6) intercollegiate athletics.

REQUIRED COURSES

All students are required to take the following core physical education courses:

Freshman year.....Physical Education 131, 132, 133
Sophomore year.....Physical Education 231, 232, 233

All prospective elementary school teachers are required to take Health and Physical Education 361 and three hours of physical education activities in the junior and senior years.

Prospective secondary school teachers are urged to take Health and Physical Education 381 as an elective course.

Elective courses in activities should conform to the following plan:

1. One course selected from the Rhythm group.

2. One team sport course.

3. One or more courses selected from among the Individual Sports and Activities group.

4. Other courses may be taken with the approval of the head of the department and the dean of the college.

Participation on a varsity squad engaged in intercollegiate competition may be substituted, on recommendation of the coach, for the core physical

education requirement during the sport season. Students who intend to try out for a varsity team should register for the required core physical education course and pay the fee. At the termination of a sport season or their participation with the team, students will meet the physical education classes for which they have registered.

Activities courses and other physical education courses may not be substituted for the freshman and sophomore core physical education courses.

CREDIT

Academic credit in the core physical education courses and in activities courses is granted on the laboratory basis, i.e., one credit hour for two class periods a week for the duration of one twelve week quarter, provided a passing grade is earned.

No academic credit is given for participation in Intramural Sports or Intercollegiate Athletics.

UNIFORM

Regulation uniforms and shoes are required. Students should be financially prepared to purchase these so they can attend the first physical education class period in proper attire. Uniforms may be purchased on the campus at a cost of approximately $2.50.

LOCKERS

Students who register for physical education courses should obtain lockers in which to keep uniforms. Assignment of lockers will be handled in the Health and Physical Education Department office located in the upper North wing of Wright Hall. Lockers should be obtained during registration period. Students must furnish their own locks for the lockers.

TOWELS

To enjoy the courtesy of using towels provided by the department, a deposit of $2.00 is required. This deposit will be returned at the end of the quarter provided towels have been returned. When the deposit is paid the student is given a card which sanctions the use of towels. The deposit is returned at the end of the quarter when the last towel is returned.

INTERCOLLEGIATE ATHLETICS

A schedule of intercollegiate athletics is provided for students who possess athletic proficiency. Varsity athletes enjoy the privilege, honor, and social distinction of representing the college in the field of athletic competition.

They also benefit by the broadening experiences of trips to other colleges, and those who fulfill the requirement of athletic participation are awarded the coveted "T."

Troy State Teachers College is a member of the Alabama Intercollegiate Conference and the Southern Intercollegiate Athletic Association. The Intercollegiate Athletic program includes the following activities:

Football	Track
Basketball	Tennis
Baseball	Golf

INTRAMURAL SPORTS

Through a program of Intramural Sports the Health and Physical Education Department desires to offer to every student the opportunity to engage in sports and recreative activities. Participation in this college offering is entirely voluntary—students participate because they want to. Their desire for fun, healthful exercise, social contact, and the zest of friendly competition in a wholesome, satisfying atmosphere furnishes the stimulation for the activities and tournaments offered.

Individual instruction, group instruction, physical conditioning and training, and team coaching is provided in the program. In addition to this, all activities are officiated and supervised, however, no academic credit is granted for participation.

An Intramural Sports program is particularly essential in a teacher training institution because it affords numerous opportunities for students to be leaders as well as members of groups, to learn cooperation, to plan and make decisions, and to assume responsibilities. It is especially advantageous for prospective physical educators and coaches because it gives them the opportunity to apply their training to real situations in such roles as game officials, team managers, coaches, trainers, contestants, and members of rules committees. Medals are awarded to the members of championship teams and individual winners.

The Intramural Sports program includes the following activities:

Touch Football	Badminton	Table tennis
Basketball	Volleyball	Softball
Boxing	Track	Sigma Delta Psi
Golf	Free foul throw	Recreational Activities and Games
Tennis	Horse shoes	

DESCRIPTION OF COURSES

CORE PHYSICAL EDUCATION

The freshman and sophomore core physical education courses include physical education 131, 132, 133 and 231, 232, and 233. These courses include physical training, instruction in the fundamental physical skills, instruction in game skills, combative activities, self-testing stunts, tumbling, individual games, and team games. Other physical education courses may not be substituted for the required courses of the core program.

131, 132, 133. *Freshman Core Physical Education.* Required for freshmen and offered each quarter for one hour credit. These courses include physical training, instruction in the fundamental skills, instruction in game skills, combative activities, self-testing stunts, tumbling, individual games, and team games. Other physical education courses may not be substituted for these courses.

231, 232, 233. *Sophomore Core Physical Education.* Required for sophomores and offered each quarter for one hour credit. These courses are a continuation of the freshman core physical education courses and stress activities which have a carry-over value.

INDIVIDUAL SPORTS AND ACTIVITIES

141. *Beginning Tennis for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the fundamental strokes, scoring, and general techniques of the game. The game will be taught and developed through lectures, films, demonstrations, and practice.

142. *Golf for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the basic strokes, techniques, and skills of the game. Men and women will be taught in the same class group.

142a. *Golf for Men and Women.* One credit hour. Individual instruction.

143. *Archery for Men and Women.* One credit hour. Two class periods a week. Fundamental techniques of the sport will be given, and care and upkeep of the equipment will be emphasized.

144. *Track and Field Activities for Men.* One credit hour. Two class periods a week. This course will include track and field events and will place some emphasis on the coaching of these events.

145. *Stunts and Tumbling for Men and Women.* One credit hour. Two class periods a week. This is an introductory course to tumbling techniques. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives, etc., will be taught. Self-testing stunts and group stunts will be introduced and some emphasis placed on pyramid building. Separate classes will be given for men and women.

146. *Badminton for Men and Women.* One credit hour. Two class periods a week. Instruction will be given in the simple fundamentals of the game, including the forehand and backhand drives, the clear and the serve. Team tactics and plays for the singles and doubles game will be emphasized.

147. *Intermediate Tennis for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes team tactics and strategy.

241. *Beginners' Swimming for Men and Women.* One credit hour. Two class periods a week. Instruction for beginners in developing some security and form in the water through emphasis on the fundamental strokes. Classes for men and women will be held separately.

242. *Intermediate Swimming for Men and Women.* One credit hour. Two class periods a week. This course provides further instruction in strokes and emphasizes form. Simple diving will be taught and water games will be included. Classes for men and women will be held separately.

243. *Recreational Games for Men and Women.* One credit hour. Two class periods a week. Techniques and skills will be taught in the following activities: deck tennis, shuffle-board, aerial darts, croquet, ping pong, horseshoes. The popularity of these activities has stimulated interest in studying the game techniques.

TEAM SPORTS

121. *Beginning Football for Men.* One credit hour.

122. *Beginning Baseball.* One credit hour.

151. *Volley Ball for Men and Women.* One credit hour. Two class periods a week.

152. *Basket Ball for Men and Women.* One credit hour. Two class periods a week.

153. *Field Ball and Soccer for Men and Women.* One credit hour. Two class periods a week.

154. *Soft Ball for Men and Women.* One credit hour. Two class periods a week.

Skills and team tactics will be developed in each of the above mentioned team sports. Classes for men and women will be taught separately. The courses for men will emphasize the coaching of the sport where the class feels a need for this type of help.

RHYTHMS

251. *Beginning Folk Dancing for Men and Women.* One credit hour. Two class periods a week. A wide variety of dances from various countries will be included in this course. Dances involving simple steps will be taught with the primary emphasis being placed on the country and square dances of the South.

252. *Intermediate Folk Dancing for Men and Women.* One credit hour. Two class periods a week. The dances of various nations will be taught, but only those will be included that are based on the more complicated steps and figures.

254, 255, 256. *Ballroom Dancing for Men and Women.* Three credit hours. Two class periods a week. This course proposes to teach the techniques and fundamentals involved in ballroom dancing. The course is continuous throughout the year. The basic ballroom steps and their variations will be taught. In the latter part of the course, the more advanced steps will be included: tango, rhumba, conga, etc. The course numbers designate beginners, intermediate, and advanced phases.

PROFESSIONAL PREPARATION IN HEALTH AND PHYSICAL EDUCATION

The department offers a four-year professional health and physical education undergraduate teacher training program. On successful completion of this program, the Bachelor of Science degree is awarded. This program is designed to produce professional health and physical educators especially prepared to coach, direct, and supervise all forms of games and athletics. Academic scholarship and proficiency in physical education is emphasized throughout the training period. The foundation of the program is an understanding of the fundamental sciences and education.

This gives the individual a basis for the application of the specialized work. In addition to the work in science and education, courses in Art, English, History, Psychology, Social Living and other academic subjects are included to provide the broad cultural background essential to individuals who desire to teach in the fields of health, physical education, and recreation.

COURSES

213. *Personal Hygiene.* Three credit hours. Three class periods a week. Elective. The purposes of this course are to develop habits, attitudes, and knowledge concerning health, and to provide professional preparation of teachers.

331. *Camping.* One credit hour. This course will provide opportunity for camping and hiking; thereby giving the student first-hand information on how to conduct a camping and hiking program.

333. *First Aid.* One hour credit. Two hours a week. Required for majors. Meeting emergencies in the schoolroom, on the playground, and on the athletic field.

341. *Community Recreation.* Three hours credit. Three class periods a week. Elective for juniors and seniors. The course trains the student in the most efficient methods of planning, organizing, and conducting community recreational activities, such as a community playground, a recreation house, group outings, community field days, community sings, community swimming pools, parent-teacher entertainment, church recreational occasions, and private recreation groups. A very helpful bibliography of sources of information on such subjects will be compiled in the course.

342. *School and Community Hygiene.* Three hours credit. Three class periods a week. Required for majors. A general survey of school and community health problems including consideration of the causes, prevention and control of diseases.

343. *The Teaching and Content of Physical Education and Recreation.* Three hours credit. Three class periods a week. Required for majors. A study of the broad program of physical activities suitable to the various grades in the public schools, playgrounds, social centers; the significance of individual differences to physical educators; opportunity for observation of demonstration teaching.

351. *History and Principles of Health and Physical Education.* Three hours credit. Three class periods a week. Required for majors. Historical survey of the field of health and physical education; present day practice and trends; theoretical concepts and underlying principles.

352. *Kinesiology and Body Mechanics.* Three hours credit. Three class periods a week. Required for majors. Analysis of bodily movements involved in types of muscular activity in relation to posture, development of motor skills, growth of the body, and physical efficiency.

361. *Health and Physical Education for the Elementary Teacher.* Three hours credit. Three class periods a week. Required of elementary majors. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the elementary teacher.

381. *Health and Physical Education for the Secondary Teacher.* Three hours credit. Three class periods a week. This course deals with such topics as personal hygiene, school and community hygiene, maternal hygiene, control of communicable diseases, problems of sanitation, first aid, safety, and knowledge of sports and recreational activities suitable for the secondary teacher.

443. *Organization and Administration of Health and Physical Education.* Three hours credit. Three class periods a week. Required for majors. The organization and administration of facilities and supplies, and the school program of health and physical education. Management of athletic, intramural, and recreational programs is taken up. Practice will be given in outlining and setting up administrative plans for practical situations.

451. *Tests and Measurements in Health and Physical Education.* Three hours credit. Three class periods a week. Elective for juniors and seniors. Analysis, interpretation, and use of tests in health and physical education.

481, 482, 483. *Methods and Principles of Athletic Training.* (Men). Two hours credit each quarter. Two classes per week.

484, 485, 486. *Teaching Team Sports.* (Women). Two hours credit each quarter. Two class periods per week.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCE

MR. SARTAIN, MRS. BYNUM, MRS. STEPHAN, MR. COX, MR. McLEOD, MR. STERKX

101, 102, 103. *World History.* Elective for freshmen and sophomores. Three credit hours per quarter.

131, 132, 133. *Problems of Modern Society.* Required of freshmen in the Bio-Social Core. Six credit hours.

201, 202, 203. *American History.* Elective for freshmen and sophomores. Three credit hours per quarter.

221, 222, 223. *Sociology.* Elective for juniors and seniors. Three credit hours per quarter. This course will combine both the principles of sociology and the problems of modern society. Special attention will be given to cultural patterns and their effect upon the rate of change. The principles of group organization and control will be developed through the study of certain groups and their problems. These problems will be chosen on the basis of being pertinent to this region. (1947-48 and alternate years).

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Six credit hours.

241, 242, 243. *American Government and Politics.* Continuous through year. Nine credit hours, three each quarter. Elective for juniors and seniors. The purpose of this course is to show the function of government in the total life of the people and to prepare students for active participation in group affairs. It will include materials from local, state, and national governments. Much of these materials will be gathered from direct contact with governmental agencies. The purpose will be to develop understandings, participation, and attitudes which will make for more intelligent citizenship in local and national affairs as they function under the democratic processes.

251, 252, 253. *Economics.* Nine credit hours. Three hours per quarter. This is a course in Principles and Problems of Modern Economic Behavior. Special emphasis is placed upon the changes in economic theory and practice in this century. More attention is given to the economic life of the people than to classic economic theory, although this phase is not neglected.

301, 302, 303. *English History.* Elective for juniors and seniors. Three credit hours per quarter. (1947-48 and alternate years).

321. *Rural Sociology.* Three credit hours. This course is a study of rural life and its sociological implication. Special attention will be given to Alabama and the South and the relation of the school program of rural life. Rural sociological assets will be studied with a view of suggesting desirable changes in our culture patterns. (1948-49 and alternate years).

332, 333. *History of Russia.* Six credit hours. This course is designed to help understand Russia and its relation to the world and especially to the United States. The first part will treat of the expansion of Russia under the Czars and conditions that led to the Revolution of 1917. The second quarter will have as its purpose the study of Soviet Russia and its ideology. (1948-49 and alternate years).

361. *Social Studies for the Elementary Teacher.* Three credit hours. Required for students graduating with the B.S. degree in Elementary Education. Among the topics considered are: local government; ways of communication, such as radio, newspapers, magazines; property rights; the child's responsibility for the care of public property; the responsibility of the child in the family and in the community; care for dependents.

401. *The French Revolution and the Napoleonic Period.* Three credit hours. This course is designed to be the background for the course in Modern Europe. The impact of the movement upon thought in Europe and the world, the results of political upheavals, the challenge to absolutism, the effect upon the rise of Nationalism, will receive special emphasis. (1948-49 and alternate years).

402, 403. *Modern European History.* Six credit hours. Three credit hours per quarter. Elective for juniors and seniors. This is a study of the development of Europe since the French Revolution. Special attention will be given to the influence of Europe upon the rest of the world and the development of internal tensions which have disturbed the peace of Europe and the world. (1948-49 and alternate years).

441, 442. *History of the South.* Six credit hours. Three hours per quarter. This course is designed to develop an understanding of the special problems of the South as a region. Its past history is developed in order to understand the present position of the South in relation to the nation. Emphasis is placed upon the changes which are taking place and the further changes that are needed. (1948-49 and alternate years).

443. *Recent American History Since* 1900. Three credit hours. Three class periods a week. Elective for juniors and seniors. This is an intensive study of the transformation of the United States into a world power, and of the underlying causes in our social, economic, intellectual, and political life that have made the transformation possible. (1948-49 and alternate years).

444. *History of Alabama.* Three credit hours. Elective for juniors and seniors. The purpose of this course is to give the main movements in the development of Alabama. It is designed to give a better understanding of the land and people in this area and to show the relation of our growth to that of the United States

445. *Latin American Beginnings.* Three credit hours. A study of colonial systems of Spain and Portugal in the Americas. Special attention is given to the native cultures and their interaction with the European cultures. The factors leading to revolt and establishment of Latin American republics, are studied. (1947-48 and alternate years).

446. *The Hispanic American States.* Three credit hours. The aim of this course is to give a basis for a better understanding of the peoples of these states, so that inter-American cooperation may result in developing a mutual program of action for the nations of the western hemisphere. (1947-48 and alternate years).

447. *Canada since* 1763. Three credit hours. This course traces the development of the English colonies in Canada who did not separate from the British Empire. The close ties between the United States and Canada are studied with reference to the future relations of Canada to the United States. (1947-48 and alternate years).

DEPARTMENT OF MATHEMATICS

MR. COLLINS, MISS SEGARS, MR. KELLEY

A. *Review of Pre-College Mathematics.* No credit toward a degree. Three hours a week for one quarter. This course provides drill in certain fundamentals of arithmetic and algebra, particularly those needed for courses in science and college mathematics. It is designed for freshmen who are found to be poorly prepared in mathematics.

100. *Algebra and Elementary College Mathematics.* Three credit hours. Five class periods a week for one quarter. Elective. This course is designed for those students who wish to take mathematics but are not prepared for Mathematics 101, 102, or 103.

101-102. *College Algebra.* Six credit hours. Three class periods a week for two quarters. Elective. Prerequisite: Plane geometry and high school algebra. The purpose of this course is to develop those skills of computation and interpretation that are the foundation of higher mathematics.

103-104. *Plane Trigonometry.* Six credit hours. Three class periods a week for two quarters. Elective. Prerequisite: Mathematics 100 or 101 and 102. The purpose of this course is to give the student in brief form a general working knowledge of trigonometry that is thought to be needed by the average educated man.

143. *College Algebra.* Three credit hours. Three class periods a week for one quarter. This course is a continuation of Mathematics 101-102.

201. *Mathematical Analysis.* Three credit hours. Three class periods a week for one quarter. Elective. The purpose of this course is to make functional the several branches of mathematics. Prerequisite: One year of college mathematics.

202-203. *Analytic Geometry.* Six credit hours. Three class periods a week for two quarters. Elective. Prerequisite: Mathematics 102 and 103. The purpose of this course is to give familiarity with the fundamental graphic figures of analytic geometry and to develop skill in transposing them into formulae and vice versa.

221. *Mathematics of Finance.* Three credit hours. Three class periods a week for one quarter. Elective. Prerequisite: Mathematics 102. This course deals with problems of investment, such as simple and compound interest, annuities, bonds, sinking funds, life insurance, and other problems of modern finance.

231. *Applied Mathematics.* Three credit hours. Required of all sophomores except majors and minors in mathematics. Elective for majors and minors in mathematics. The course is planned to establish a proper foundation for the understanding of numbers and symbols which are used in computations necessary to daily life in the home and society. The problems will include those of budgeting, installment buying, investment, insurance, taxes, and such other procedures as involve computation and measurement. Development and use of formula and graph will be included.

232. *Applied Mathematics.* Three credit hours. Three class periods a week for one quarter. Elective. This course deals with the applications of mathematics in human affairs and involves more advanced problems than those used in course 231.

241. *Mechanical Drawing.* Three credit hours. Five class periods a week for one quarter. Elective. This course deals with the care and use of drawing instruments; instrument exercises; lettering; geometrical construction; orthographic projection; drawing to scale; tracing; and reading blue prints.

242-243. *Descriptive Geometry.* Six credit hours. Elective. A critical study of the science of drawing. The location of points, lines, planes; single-curved surfaces; tangent lines and planes; intersection of surfaces; and surface developments.

311. *Differential Calculus.* Five credit hours. Five class periods a week for one quarter. Elective. Prerequisite: Mathematics 203. The purpose of this course is to give the student a knowledge of the essential facts and tools of the calculus.

312. *Integral Calculus.* Five credit hours. Five class periods a week for one quarter. Elective. Prerequisite: Mathematics 311. This course is a continuation of Mathematics 311.

313. *Advanced Calculus.* Five credit hours. Five class periods a week for one quarter. Elective. Prerequisite: Mathematics 312. This course is a continuation of Mathematics 312. Its purpose is to make application of Mathematics 311 and 312 in the solution of advanced problems.

331. *Slide Rule.* Two credit hours. Two periods a week for one quarter. Elective. Introduction to the use of the slide rule.

411. *Differential Equations.* Three credit hours. Three class periods a week for one quarter. Elective. Prerequisite: Mathematics 311, 312, 313. The methods of solving differential equations of the first and second orders are studied in this course.

412. *Theory of Equations.* Three credit hours. Three class periods a week for one quarter. Elective. Prerequisite: Mathematics 102 and 104. This course deals with polynomial functions, complex numbers, trigonometric equations, approximation of numerical equations, determinants.

413. *Theory of Equations.* Three credit hours. Three class periods a week for one quarter. Elective. A continuation of Mathematics 412.

421. *College Geometry.* Three credit hours. Three class periods a week for one quarter. Elective. Prerequisite: Plane Geometry. A course in the technique of construction of geometric figures, with primary emphasis on the triangle and circle. Methods of approach to construction problems, analysis of possibilities and limitations of construction, and abstraction of construction techniques are the principal topics of the course.

DEPARTMENT OF PSYCHOLOGY

DR. ERVIN, MRS. STEPHAN, AND THE BIO-SOCIAL STAFF

131, 132, 133. *Bio-Social Development of the Individual.* Required of freshmen in the Core program. Three credit hours in developmental psychology.

201. *General Psychology.* Three credit hours. Three class periods a week. This course deals with a fundamental study of human behavior with major emphasis being given to: the human organism as a behaving being; instinctive functions and the role of learning in development; motivation and drives; behavioristic, gestalt, and psycho-analytic interpretations of behavior development.

231, 232, 233. *Regional and National Socio-Economic Problems.* Required of sophomores in the Core program. Three credit hours in social psychology.

302. *Psychology of Abnormal People.* Three credit hours. Prerequisite: six hours of psychology. This course deals with: fundamental and dynamic concepts of individual and social integration of behavior; the physical and environmental and developmental factors and processes that produce abnormal behavior; preventive and remedial measures in mental hygiene and therapy.

303. *Experimental Psychology.* Three credit hours. Prerequisite: nine hours of psychology. Enrollment limited to ten students. An introduction to the practical use of a few major psychological research techniques. This course gives the student an opportunity to do research on a problem of his own choosing, subject to the approval of the instructor. The campus Laboratory School is available for practical clinical and experimental research projects in educational psychology. The college departments also permit investigations to be carried on by students interested in psychoeducational research on the college level.

311. *Advanced Educational Psychology.* Three credit hours. Three class periods a week. The purpose of this course is to promote a thoughtful evaluation of major trends in the education of our times on the basis of psychological criteria. The implication of modern systems of psychological thought for curriculum building are emphasized.

331, 332, 333. *Development of Children and Youth in the Community and Region.* Three credit hours each quarter for three quarters. Required of all juniors. On the foundation of the study of the biosocial development of the individual, and of social and economic problems made in the general education cores of the first two years, intensive study is now made of developing children and youth in interaction with community and regional conditions. Human developmental problems are studied with emphasis on needs that are typical of rural and urban cultures. Techniques for the study of the behavior of children and youth, formal and informal, in the community and in the classroom, are developed. The work of the course is closely related to student teaching. While each group studies problems found in the whole range of human development, special study is made by the student specializing in the elementary area of the elementary school child; and the student specializing in secondary education emphasizes the study of the secondary school pupil.

351. *Clinical Psychology.* Three credit hours. Prerequisite: Nine hours of psychology. An introduction to clinical psychology and the diagnosis, counseling and therapy of mental cases. The course deals with administering mental examinations and interpreting of examination results; techniques and procedures in taking case histories; interview techniques;

mind-body relationships; the psychodynamics of behavior; and an introductory overview of the therapeutic treatment of the major types of mentally disturbed patients.

401. *Tests and Measures.* Three credit hours. Three class periods a week. The purposes of this course are: to give an appreciation of accurate measurements in education, to give a knowledge of the best standardized tests in intelligence and achievement and their use in the schoolroom; to give an understanding of the elementary principles of statistical techniques; and to give skill in constructing classroom tests.

442. *Social Psychology.* Three credit hours. Three class periods a week. Elective. The purposes of this course are: to promote a dynamic growth in understanding the ways in which man is socially made and conditioned in the development of his mental and physical behavior systems; to furnish insight into the processes of the individual's adjustment to and within his society; to study the dynamics of social purpose, social interaction, social conflict, and social evolution in the large; and to promote an understanding of the causes of and means of constructive handling of educational problems, in the light of the interactive relationship of the individual to and within the society which has so largely created him.

443. *Cultural Psychology.* Advanced social psychology. Three credit hours. Prerequisite: six hours of psychology. The purposes of this course are: to give an understanding of the dynamic nature of cultural gestalten and the functions performed by such gestalten; to show how culture interacts with the geographic environment and undergoes changes; to show how institutions support and are supported by cultures, and how institutions compete or cooperate with each other in so doing; to study the processes of conflict and acculturation when cultures come into contact with each other; to show the workings of the social ego in interaction with social and environmental factors and gestalten.

451. *History of Psychology.* Three credit hours. Prerequisite: six hours of psychology. The purpose of this course is to make a functional synthesis of psychological systems, methods, and approaches by a study and evaluation of historical psychologies. The course deals with traditional body-mind theories; traditional structural and introspective psychology; functional psychologies; behaviorism; psychoanalysis in its main branches; Gestalt psychology; and organismic psychology. The functional synthesis is the basic aim of the course.

DEPARTMENT OF SCHOOL AND APPLIED ARTS

MR. STEPHENSON, DR. GRACEY, MISS BALLARD, MISS BITTLE, MR. CHOATE, MRS. RAINER, MISS MAUK, MRS. ERVIN, MRS. STEPHENSON

ART: DR. GRACEY, MISS BALLARD, MISS BITTLE

131, 132, 133. *Art in Individual Development.* Three credit hours. See page 54.

231, 232, 233. *Art in Contemporary Society.* Three credit hours. See page 55.

101. *Photography.* Three credit hours. This course provides a basic understanding of composition and furnishes a new technique for scientific and esthetic experiments. Students learn to handle a camera, develop film, print pictures, and make enlargements.

201. *Engineering Drawing.* Two credit hours.

202. *Advanced Engineering Drawing.* Two credit hours. Prerequisite: Engineering Drawing 201. Advanced treatment of topics in Engineering Drawing 201 and additional topics of technical sketching, machine drawings, tracing, and elements of structural drawing.

211. *Crafts.* Three credit hours. Elementary design, structural and decorative, as applied to modern popular materials for the creative value of design and an understanding of the materials of modern industry through manipulation of metal, leather, plastics, and wood.

212. *Sketching.* Three credit hours. A course which strives for technical growth and improvements in skill and a better understanding of the various ways of obtaining strong composition. The student learns to produce gratifying effects with line, form and color through the skillful use of pencil, water color, pastels, and ink.

301. *Ceramics.* Three credit hours. The modeling of pottery for simple structural design and decorative treatments, the modeling and carving of small forms of familiar objects for the creative opportunity and for the experience of varied techniques in handling native clay.

302. *Art Appreciation.* Three credit hours. The dominant trends of the present times and the explanation for them are studied fully. Industry as the newest of the fine arts and the close relationship of the engineer and the architect are considered; and finally harmony and fitness as they affect the relationship of art to everyday living are taken up with the problems of the individual.

303. *Painting.* Three credit hours. An elementary course open to juniors or seniors. This course offers the student a further opportunity to study good composition through the medium of oil painting. Some work is done outdoors for the interpretation of familiar landscape, some still life is done for a more detailed study of form and some work from photographs for composition without the disturbing factor of third dimension.

403. *History of Art.* Three credit hours. Three class periods a week. Elective for seniors. The purpose of this course is to acquaint the student with the evolution of art from primitive times to the present through a study of aesthetic ideals and the contributions of the various peoples in sculpture, architecture, painting, pottery, and the more important minor arts.

HOME ECONOMICS—INDUSTRIAL ARTS

DR. GRACEY, MISS BALLARD, MISS BITTLE, MR. CHOATE

TWO-YEAR COURSE IN HOME ECONOMICS

Two years of work in Home Economics may be taken at the Troy State Teachers College, and the credits may be transferred without loss to a college offering a four-year curriculum in this field.

141. *Industrial Arts—Study of Foods.* Three credit hours. Two class periods and two laboratory periods a week. The course deals with food selection and preparation as related to nutrition. It includes a study of nutrition, food attitude and habits, source of foods, and something of the work in feeding man.

142. *Industrial Arts—Study of Clothing.* Three credit hours. Two class periods and two laboratory periods a week. The course includes a study of choice, care, and cost of clothing, and the relation of clothing to health. It also includes a study of the selection of material, cutting, fitting, construction of garments for personal use, with emphasis on elementary design in clothing and selection, budgeting for clothing, and the proper use of garments.

143. *The Home—Its Care and Furnishings.* Three credit hours. Six laboratory periods a week. This is a study of the changes man makes in materials for his use in the problems of life arising from them. A study of textiles, weaving, dyeing, and the care of materials. Renovating the home and furniture, color schemes, and arrangement of furniture are emphasized in the course.

241. *Food Preparation and Service.* Three credit hours. Six laboratory periods a week. This course includes a personal diet study in connection with health and the selection and cost of food. Meals are planned and served to meet the needs of the family. Special emphasis is placed on table service.

242. *Clothing—Selection, Construction, and Care.* Three credit hours. Six laboratory periods. This course is designed to develop standards in construction skills and costume designing. It also includes a study of historic costume and the theory of color, line, form, and texture as a basis for garment selection and construction.

243. *Household Management and Economics.* Three credit hours. Six laboratory periods a week. This course provides laboratory work in the Art House. This experience includes all of the planning and work for the rural home. Complete records are kept of plans, household and personal budgets, and evaluations of working together in a rural home environment.

INDUSTRIAL ARTS

251. *Introduction to Industrial Arts.* Three credit hours. Six laboratory hour periods per week. Elective as special interest course. A course to enable students better to understand the nature and extent of the industrial arts field. Problems that will occur in the preparation for teaching, and later in actual teaching situations, are given special attention. Opportunity is given to obtain experience in the use of handcraft tools, materials and operations. Emphasis is placed on student-interest projects.

252. *Shop Procedures.* Three credit hours. Six laboratory periods. Elective as a special interest course. The major purpose of the course is to develop skill in and understanding of how to work creatively with tools and with inexpensive materials easy to obtain. Methods of adapting the work to the school classroom are studied and observed. An opportunity is afforded students to work in actual classroom situations and to develop techniques of working with pupils on art projects.

253. *Woodworking.* Three credit hours. Six laboratory periods. Elective as a special interest course. The student is offered an opportunity to develop skills in bench-work as well as to learn how to care for and use hand woodworking tools. A study is made of woods, materials, and supplies that are applicable to small shops or classroom situations. Processes and techniques in woodworking and finishing, together with the selection of tools and machines in terms of different teaching levels and local conditions, are presented. Individual and group projects are required.

331. *Slide Rule.* Two credit hours. Introduction to the use of the slide rule.

461. *School and Home Arts for the Elementary Teacher.* Three credit hours. This course concentrates on the organization of art appreciations, skills, and development of materials for use in actual art teaching in the elementary schools of Alabama. The course provides generously for observation of art instruction in the College Laboratory School.

481. *School and Home Arts for the Secondary Teacher.* Three credit hours. This course deals with the needs and problems of the teacher who will teach adolescent pupils. Techniques that will be needed such as model making, designing of costumes, illustration, etc., will be presented.

MUSIC

MR. STEPHENSON, MRS. RAINER, MISS MAUK, MRS. ERVIN, MRS. STEPHENSON

131, 132, 133. *Art in Individual Development.* Three credit hours. See page 54.

231, 232, 233. *Art in Contemporary Society.* Three credit hours. See page 55.

121. *Sight Singing I.* Three credit hours. Individual and class reading of music of moderate difficulty. Elementary rhythmic combinations and tonal relationships.

122. *Sight Singing II.* Three credit hours. Chromatic tones, large intervals and advanced rhythms. Individual and class reading of one, two, three and four-part music. Complicated tonal and rhythmical relationships.

212. *Music for the Secondary School Teacher.* Three credit hours. Required of all students preparing to teach in the secondary school. Methods and materials for chorus, glee clubs, choirs, orchestras, bands and vocal and instrumental classes in junior and senior high school. Care and training of the adolescent and adult voice. Fundamentals of conducting. Techniques of, and materials for, public performances. Presentation of the listening lesson. A general survey of musical intelligence and aptitude tests.

213. *Psychology and Music.* Three credit hours. A survey of outstanding experimental work done in the field of psychology of music. Analysis and principles of music teaching problems. Application of

psychological principles to music teaching. Survey of music tests of capacity and achievement.

322. *Music Appreciation.* Three credit hours. A general course designed to promote the enjoyment of music and an intelligent appreciation of great musicians and their masterpieces. Analysis of diverse forms of musical composition. Demonstrations on various band and orchestra instruments. Extensive listening to phonograph recording.

402. *Music History.* Three credit hours. A survey of the history and evolution of the art of music. Musical developments in relation to world history. Consideration of the stylistic characteristics of major movements in music, and their possible relationship to literary, artistic and social trends.

403. *Music History.* Three credit hours. Continuation of Music History 402.

421. *Composition and Orchestration.* Three credit hours. A practical course in arranging music for various combinations of instruments and for vocal groups. Transposition, arranging from piano score, and a general treatment of voices and instruments as to range, relation of one to the other, and tone qualities.

422. *Form and Analysis.* Three credit hours. A study of the structure and aesthetic content of music.

423. *Conducting.* Three credit hours. Organization, arrangement and direction of vocal and instrumental groups. Technique of the baton. Practice through conducting of classes. Selection of materials and program making for band, orchestras, glee clubs and choirs.

431. *Harmony I.* Three credit hours. Tone thinking. Intervals developed from overtone basis. Scales. Intervals in scale relation. Chord structure including the dominant seventh. Chord relationships. Cadences. Melody harmonization. Keyboard application of each problem.

432. *Harmony II.* Three credit hours. Harmonization of melodies, embellishment tones. Consideration of subdominant and supertonic harmonies in simple melodies. Keyboard application.

461. *Music for the Elementary Teacher.* Three credit hours. Required of all students preparing to teach in the elementary school. A critical study of the problems and place of music in the education of children, and the function of the music teacher. Evaluation of methods and materials. Study of the child voice. Practical methods of teaching rote songs. Presentation of rhythmic and tonal problems. Singing and rhythm games. Methods of conducting the listening lesson.

APPLIED MUSIC

NOTE: All applied music courses may be taken with or without credit.

A student may register for individual or class lessons only with the permission of the teacher giving the lesson.

A student shall be allowed to take two private lessons per week, if permission is obtained by him from his counselor.

FEES: Individual Lessons.
(One lesson per week) ..... $18.00 per Quarter
(Two lessons per week) ..... $36.00 per Quarter
Class Lessons ..... $3.00 per Quarter

171.1, 172.1, 173.1. *Voice, Individual Instruction.* One credit hour. One lesson per week, with a minimum of six hours practice per week. A comprehensive study of vocal technique. Special emphasis on the development of beautiful tone and resonance. Careful attention to the problems of breathing, posture, diction, phrasing and registers. Open to all students.

Continuation of Voice. Individual instruction in:
271.1, 272.1, 273.1.
371.1, 372.1, 373.1.
471.1, 472.1, 473.1.

141E, 142E, 143E. *Chapel Choir.* One credit hour. A thorough technical preparation for the use of the singing voice in choral ensemble. Auditions to determine eligibility for membership. A solo or trained voice is not essential. Practice in public performance through frequent concerts and radio broadcasts. Open to all students. *Fee $1.00 whether taken for credit or not.*

Continuation of Choir in:
241E, 242E, 243E.
341E, 342E, 343E.
441E, 442E, 443E.

141C. *Voice, Class Instruction.* One credit hour. An elementary course in the study and practice of solo and ensemble singing. Scientific facts and principles underlying correct breathing, tone production and interpretation. Practical application of the principles through the singing of especially selected songs. Open to all students. Fee $3.00.

151I, 152I, 153I. *Instruments, Individual Instruction.* One credit hour. One lesson per week, with a minimum of six hours practice per week. A thorough study of a band or an orchestra instrument. The development

of the individual ability carefully supervised and furthered by a close adaptation of the material to the individual needs of the student. Fee $3.00.

Continuation of Instruments, Individual Instruction in:
251I, 252I, 253I.
351I, 352I, 353I.
451I, 452I, 453I.

151B, 152B, 153B. *Concert Band (or Orchestra).* One credit hour per quarter. Instruction in modern techniques of ensemble playing, performance of standard and contemporary band and orchestra literature. Practice in public performance through frequent concerts and radio broadcasting. Membership by tryout. Fee $1.00, whether taken for credit or not. Uniform rental $3.00 per quarter.

Continuation of Concert Band (or Orchestra) in:
251B, 252B, 253B.
351B, 352B, 353B.
451B, 452B, 453B.

151C.6. *Brass Instruments, Class Instruction.* One credit hour. Fee $3.00, if instrument is rented from school.

152C.5. *Woodwind Instruments, Class Instruction.* One credit hour. Fee $3.00, if instrument is rented from school.

153C.7. *Percussion Instruments, Class Instruction.* One credit hour. Fee $3.00, if instrument is rented from school.

151, 152, 153 are beginners' courses for the study of any band instrument. Open to all students. Instruments to be furnished by the student, except when College instruments are available. A rental fee of $3.00 is charged per quarter on all instruments.

151C.4. *Stringed Instruments, Class Instruction.* One credit hour. A beginners' course for the study of a stringed instrument. Open to all students. Instruments to be furnished by the student except when College instruments are available. A rental fee of $3.00 is charged per quarter on all school instruments.

151.2, 152.2, 153.2. *Piano, Individual Instruction.* One credit hour. One lesson per week, with a minimum of six hours of practice per week. These courses are designed to give students a solid foundation in piano playing and to acquaint them with selected piano literature. The development of individual ability is carefully supervised and is furthered by a close adaptation of the material to the personal needs of the student. Fee $18.00 per quarter, one lesson per week.

Continuation of Piano, Individual Instruction in:
251.2, 252.2, 253.2.
351.2, 352.2, 353.2.
451.2, 452.2, 453.2.

151.2. *Piano, Class Instruction.* One credit hour. An interesting elementary course for the beginning pianist, or for any student wishing to learn the piano keyboard and the fundamentals of piano playing. Fee $3.00.

151.3, 152.3, 153.3. *Organ, Individual Instruction.* One credit hour. Prerequisite: at least one year of piano. One lesson a week, with a minimum of six hours of practice per week.

DEPARTMENT OF SCIENCE

DR. FARMER, DR. FRASER, MR. WILKS, MISS WOOLLEY, MR. FARMER, MR. STEPHAN

131, 132, 133. *Human Biology.* Nine credit hours. Required of freshmen in the Bio-Social Core. The units studied are heredity, eugenics, nutrition, and reproduction correlated with the other subjects of the core.

211, 212, 213. *General Chemistry.* Twelve credit hours. Prerequisite: Mathematics 100 or two years high school mathematics. Three one-hour lectures and two two-hour laboratories per week. A study of some of the more important theories and principles of chemistry with theoretical and practical applications.

231, 232, 233. *Man and His Natural Environment.* Required of sophomores in the Core program. Nine credit hours.

241, 242, 243. *General Zoology.* Nine credit hours. Two class periods and one two-hour laboratory period a week. The first quarter is given to a study of invertebrates, the second to the vertebrates below the mammals, and the third quarter is given to the study of mammals, using the embryo pig as laboratory material.

251, 252, 253. *General Botany.* Nine credit hours. Two class periods and one two-hour laboratory period a week.

301. *Field Zoology.* Three credit hours. Two class periods and a field trip a week. Elective for sophomores. Prerequisite: General Zoology or Human Biology. This is a course in the taxonomy of the local fauna. Classification, habitats, ecological and economical relations constitute the subject matter of this course.

302. *Field Botany.* Three credit hours. Two class periods and a field trip per week. Elective for sophomores. This is a course in the taxonomy of the local flora; and it acquaints students with the use of botanical manuals and, to some extent, with plant ecology. Herbarium specimens are collected and mounted.

303. *Wild Life Conservation.* Three credit hours. This course is designed to familiarize the student with the rapidly diminishing wild life of this region, the causes and remedies, and the importance of conservation.

321. *Human Physiology.* Three credit hours. Three class periods with reports and demonstrations per week. Elective for sophomores. The purpose of this course is to give the student a knowledge of the structure, function, and hygiene of the human organs and organ systems, the function of the endocrines, and the interrelationship of the organs.

322. *Genetics and Eugenics.* Four credit hours. A study of the chromosomes and genes as the mechanics of the transmission of inheritable traits, the laws of heredity and their application to animal and plant breeding, are a part of the work of this course. A consideration of the possible applications of these principles in the improvement of the human race is given attention.

323. *Bacteriology.* Two or four credit hours. Two class periods and two laboratory periods a week. A student may take the class work without the laboratory for two hours credit. This course is designed to give the student a practical knowledge of the micro-organisms in his environment. The class work will deal largely with bacteria in relation to disease, foods, agriculture, and industry. In the laboratory the student will have experience in the preparation of media; pure culture methods; staining and microscopic studies; testing milk and water; and disinfectants. The yeasts and molds will be considered briefly.

331. *Geology.* Three credit hours. Elective for juniors and seniors. Underground materials, structure, and recoverable resources are studied. Common rocks and minerals, field studies, pictures, films, diagrams, geologic and topographic maps aid in this study. Laboratory hours to be arranged.

332 (a). *Animal Ecology.* Four credit hours. Two class periods and two two-hours laboratory periods or equivalent field trips. The habitats of the animals will be studied at first hand and the adaptations to environment noted.

332 (b). *Plant Ecology.* Four credit hours. Two class periods and two two-hour laboratory periods or equivalent field trips to note the

habitats of plants and the influence of the various environmental factors upon them. How plants adapt themselves to adverse conditions will be emphasized.

341, 342, 343. *General Physics.* Twelve credit hours. Three one-hour lectures and one two-hour laboratories per week. 341 is devoted to a study of mechanics, 342 to heat, light and sound, 343 to magnetism and electricity. The major aim is the development of an understanding of the physical universe and the role physics has played and is playing in the development of our modern civilization.

351, 352, 353. *General Science.* Nine credit hours, three each quarter. Three class periods a week. Laboratory arranged as required. Elective as a special interest course. Open to juniors and seniors. The philosophy of science teaching, aids in teaching, such as, field trips, visual aids, laboratory, etc. The last quarter is given over to observation and practice teaching and planning work of the science teacher in the high schools, acquaintance with textbooks, laboratory and reference material.

361, 362. *Science for the Elementary Teacher.* Six credit hours. Required of students preparing for the B.S. degree in elementary education. This is a course in general science which aims to acquaint the student with elementary facts and principles and to develop the ability to direct children in their search for the explanation of things in their environment. The elementary school situation is simulated as far as possible. Laboratory, library, field trips, and observation in the Training School, are used in the work.

431, 432. *Vertebrate Anatomy.* Eight credit hours. Two class periods and two two-hour laboratory periods per week. The purpose of this course is to give a more detailed study of the anatomy and physiology of vertebrate animals than the course in general zoology affords.

433. *Embryology.* Four credit hours. This course contemplates a brief study of gametes, fertilization and embryonic development with the organs involved. The main part of the course will be concerned with mammalian embryology. One quarter.

441. *Qualitative Analysis.* Five credit hours. Two one-hour class periods and two three-hour laboratory periods per week. Theory and practice of analysis for the common cations and anions by systematic procedures.

442, 443. *Quantitative Analysis.* Eight credit hours. One one-hour lecture and two three-hour laboratories per week. Theories, techniques, and practice of gravimetric, volumetric and electrolytic analysis.

451, 452. *Organic Chemistry.* Prerequisite: Chemistry 211, 212, 213. Eight credit hours. Two one-hour lectures and two two-hour laboratories per week. A study is made of the carbon compounds beginning with the hydrocarbon of the paraffine series and continuing with a study of aliphatic and aromatic compounds.

453. *Organic-Physiological Chemistry.* Prerequisite: 451, 452. Four credit hours. Two one-hour lectures and two two-hour laboratories per week. The carbohydrates, fats and proteins are studied as they are related to the changes that take place within the body. The action of various body secretions upon these foods is given careful consideration.

471. *Parasitology.* Four credit hours. Two class periods and two laboratory periods per week. Elective for juniors. Some slides of pathogenic bacteria will be studied, and emphasis will be placed upon human parasites and their carriers: e g., the cat, the rat, the dog, and other domestic and wild animals.

SUMMARY OF ENROLLMENT FOR THE YEAR OF 1947 AND 1948

SUMMER QUARTER, 1947

Freshmen		269
Sophomores		264
Juniors		193
Seniors		145
Specials and Post-Graduates		20
Men	375	
Women	516	
TOTAL		891

REGULAR SESSION, 1947-48

Freshmen		447
Sophomores		250
Juniors		158
Seniors		91
Specials and Post-Graduates		5
Men	709	
Women	242	
TOTAL		951
Total number in Summer Quarter and Regular Session		1,842
Extension Classes (including duplicates)		797
Laboratory School, Summer Quarter and Regular Session		425
TOTAL		3,064
Duplicates		344
GRAND TOTAL		2,720

VETERANS IN COLLEGE:

	Men	*Women*	*Total*
Summer Quarter, 1947	287	4	291
Regular Year 1947-48	496	3	499

REGISTER OF STUDENTS OF THE REGULAR SESSION 1947-48

FRESHMAN CLASS

Name	*County*
Adair, Mildred Jacqueline	Geneva
Adams, Lewie R.	Covington
Allday, Helen	Coffee
Allen, Robert Graham	Montgomery
Anderson, Albert Jr.	Pike
Armour, Ted Rogers	Coffee
Arnold, Mary Emma	Baldwin
Ashcraft, Charlie	Escambia
Asher, Grafton N.	Montgomery
Bailey, Rudet Lemuel	Geneva
Bailey, Wilton Ray	Coffee
Baker, Gulledge	Elmore
Baker, S. Mozelle	Coffee
Barbaree, William Hulen	Pike
Bass, Bruce James	Covington
Bassett, Edward Carlos	Randolph
Baxter, James Woods	Barbour
Beasley, Faye	Butler
Beasley, D. Mack	Dale
Beasley, Margaret	Henry
Beavers, Jimmy Curtman	Elmore
Beck, Ersell, Jr.	Marengo
Beck, William Douglas	Pike
Bedsole, Paul Buford	Geneva
Bethune, Hugo Black	Henry
Black, Walter Crispell	Pike
Blount, Jackie Franklin	Randolph
Blue, Mary DeFee	Bullock
Borland, Sara Virginia	Pike
Bosarge, Andrew Ackley	Mobile
Bosarge, Wade Elred	Mobile
Bostic, Porter Silas	Geneva
Bowden, Lamar	Pike
Brabham, Franklin Osborne	Bullock
Brabham, Robert Clifton	Coffee
Briones, Ketty B.	Cuba
Brooks, Charles Hubert	Elmore
Brown, James Elmer	Dale
Brown, Obie, Jr.	Tallapoosa
Brown, Sarah Frances	Geneva
Brunson, Jack Rushing	Coffee
Bryan, William Byrd	Butler
Burkett, Raygene Marlin	Butler
Burnham, Marion Estelle	Houston
Bush, Ellis Marion	Pike
Byrd, Benjamin Max	Coffee
Byrd, Johnnie Calvin	Dale
Byrd, Wilson Eugene	Crenshaw
Campbell, Malcolm Luther	Autauga
Cameron, Wallace A.	Covington
Canada, Ben Luther	Montgomery
Canant, David Glenn	Barbour
Cardwell, Gene Tunney	Monroe
Carmichael, Betty Jean	Coffee
Carpenter, Oscar Clemont	Crenshaw
Carpenter, Theo Willard	Crenshaw
Carr, Floyd Afton, Jr.	Henry
Carr, Herman Thad	Geneva
Carroll, Edsel	Pike
Carroll, Jean	Pike
Carter, Asa M., Jr.	Pike
Carter, George William	Pike
Casey, Merlin C.	Houston
Causey, Hubert Edward	Montgomery
Cayton, Paul W.	Autauga
Chalker, John H.	Houston
Chesser, Richard Kenneth	Montgomery
Chesteen, J. D.	Coffee
Childs, Eugene Wyatte	Covington
Clark, Harry Gene	Houston
Clark, Martha Marie	Crenshaw
Clinkscales, Mary Louise	Calhoun
Cobb, Geraldine L.	Houston
Cobb, Kenneth	Chilton
Coggins, Jerry Crawford	Randolph
Cole, Haward DeLoach	Covington
Collins, Ada Martha	Houston
Collins, Harry Page	Houston
Cornstock, William Deane	Baldwin
Cook, Alice Jean	Henry
Cope, George Samuel	Bullock
Cornett, George Huey	Crenshaw
Cox, Chandler Fletcher	Geneva
Cox, Charles Hershel	Chilton
Craft, Robert William	Pike
Crawley, James B.	Pike
Creswell, John Lester	Bullock
Crews, Erskine B.	Geneva
Cross, Andrew A.	Covington
Crump, Jerry	Shelby
Culbreth, Betty Louise	Houston
Culbreth, Winton Webb	Houston
Cumbie, Joel Edwin	Houston
Curtis, Fred Donald	Pike
Curtis, Mack Andress	Pike
Cutchen, Fred Davis	Henry
Dahlke, Doris Carolyn	Cullman
Daniel, Robert Cameron	Geneva
Daughtry, Bill	Coffee
Davies, Winifred Mae	Dallas
Davis, Alonza Johnston	Pike
Davis, Spencer P.	Bay
Day, Clifton Eugene	Pike
Day, Martha Louise	Pike
Daye, Hershelle	Coffee
Dean, Josefa	Dale

Name	*County*
DeLoach, Smith LaMar	Chilton
DeRieux, Robert Pierre	Jefferson
Dismukes, Millie	Coffee
Dodd, Joe Hope	Mobile
Dorman, Carl, Jr.	Barbour
Doswell, Bettye	Henry
Dudley, Ada E., Jr.	Russell
Dunford, Jean	Pike
Dupree, Mary Helen	Macon
Durden, Dolores J.	Covington
Edgar, Charles Kenneth	Dale
Elder, DeVaughn Lamon	Pike
Etheredge, Samuel Warren	Dale
Evans, Leland	Crenshaw
Ezell, Robert Elmore	Pike
Fain, Earl Henry, Jr.	Barbour
Faircloth, Robert Louis	Pike
Faison, Jesse Hubert	Crenshaw
Fannin, William Lewis	Pike
Farmer, Billy Ray	Geneva
Farmer, Joe Allen	Geneva
Ferguson, Mildred	Pike
Finlayson, James Durwood	Bullock
Fitzgerald, Donald C., Jr.	Pike
Fleming, Lucy Jeanette	Pike
Floyd, Jimelu	Morgan
Folmar, Arthur P.	Pike
Forehand, Hubert Murray	Coffee
Franklin, Horace Knowlton	Covington
Franklin, John E., Jr.	Jefferson
Frazier, Richard Talmadge	Covington
Fullington, William N.	Jefferson
Gaither, Donald Stinson	Elmore
Garner, John Abe, Jr.	Barbour
Garner, Trawick	Barbour
Godwin, Julian Corbett	Pike
Golden, Doyle C.	Jackson County, Fla.
Golden, Jeanette G.	Pike
Golden, Sybil Elaine	Tallapoosa
Goodwin, Charles Pierson	Monroe
Gothard, Frances Julene	Barbour
Grace, Carmon Ersel	Conecuh
Graddick, John Henry	Houston
Grantham, Herman F.	Covington
Green, Martin Tay	Covington
Green, Tom C.	Marion
Green, Robert Jerry	Bullock
Greer, Henry Howard	Crenshaw
Griffin, Billie	Pike
Griffin, Clara Jane	Bullock
Griffin, Robert Franklin	Pike
Grissett, Harold L.	Covington
Gruber, Alice Ann	Houston
Gurley, James F.	North Carolina
Gwin, Bobby Ray	Monroe
Hagler, Ila Mae	Barbour
Hall, Ralph Thateus	Covington
Hampton, Wade Lee	Autauga

Name	*County*
Handley, Guy Hartwell	Randolph
Harper, Charles Jarvis	Baldwin
Harris, Charlotte Ann	Montgomery
Harris, Daniel Monroe, Jr.	Pike
Harris, Johnnie Klyne	Tallapoosa
Harrison, Katherine Loretta	Louisiana
Hart, Wilburn Carnie	Walton
Hartley, Abdol L.	Houston
Hataway, David Dawkins	Pike
Hataway, George Dewey	Coffee
Hataway, John Minson	Coffee
Hatcher, Opal Jeannette	Georgia
Hayes, Anne	Coffee
Hayes, Joe Ben	Houston
Head, Joe Murray	Pike
Helms, Grace T.	Geneva
Henderson, Daniel Lamar	Dale
Henderson, Murphy Edward	Pike
Hilyer, Herbert Leon	Russell
Hinote, Homer Eli	Baldwin
Hinson, Betty Ann	Houston
Hogan, John C.	Crenshaw
Holland, Irene	Henry
Hooks, Joe H.	Bullock
Howard, Griffin Bachanan	Bullock
Howard, Norma Harriet	Pike
Howell, Mary	Barbour
Hudson, Bill Ray	Pike
Hudson, Walter Bernard	Barbour
Huggins, Dorothy	Pike
Hughes, Johnnie Albert	Geneva
Hughes, Thomas Reed	Pickens
Jackson, Harper Jack	Dale
Jackson, Joseph Darnell	Crenshaw
Jacobs, Ernest Harold	Dale
Jacobs, Julian Kenneth	Dale
Jennings, William	Barbour
Jernigan, Arthur Napoleon	Escambia
Jernigan, William Edward	Escambia
Johnson, Fred Braxton	Dale
Johnson, James Maurice	Houston
Johnson, Judge Hollie	Dale
Johnson, Kenneth Ray	Covington
Johnson, Mary Evelyn	Conecuh
Johnson, Wilbur George	Houston
Johnston, Betty Jean	Pike
Joiner, Eula Marie Williams	Elmore
Jones, Carl A.	Chilton
Jones, Henry C.	Monroe
Jones, Ivan	Clarke
Josey, Joseph Clarence	Conecuh
Joyner, William Richard	Montgomery
Kelly, James Joseph	Pike
Kendrick, Thomas Douglas	Covington
Kennedy, Alpheus Carlton	Crenshaw
Kilpatrick, Calvin Eugene	Geneva
King, Charles Wilbur	Autauga
King, James W.	Hall County, Ga.

Name	County
King, Kenneth Ross	Michigan
King, Nina Jo	Covington
King, Wayne	Coffee
Klein, Jerome F.	Baldwin
Knight, Ann	Pike
Knight, Jean	Houston
Knight, Pete Ray	Montgomery
Kreis, John Maurice	Pike
Kress, George David	New Jersey
Lake, James Thomas	Pike
Lawrence, Claudius O., Jr.	Chilton
Law, Virginia	Pike
Lee, Claude Gene	Houston
Lee, Eugene	Coffee
Lee, Erlene	Geneva
Leslie, Doris	Pike
Lipscomb, Alfred Hoover	Autauga
Lloyd, Joe	Jefferson
Logan, Raymond E.	Blount
Long, Durward	Houston
McAliley, Elinor E.	Houston
McAllister, James Jerome	Geneva
McClenny, Herschel Tullis	Houston
McClellan, John Frank	Henry
McCollough, Billy	Coffee
McDougal, George Fred	Tallapoosa
McDurmont, John Douglas	Coffee
McFadden, Marion Eugene	Dale
McGraw, Henry Frank	Wilcox
McLeod, Hal Guice	Clark
McNeil, Harry Hubert	Houston
Maddox, Horace S., Jr.	Henry
Maddox, Roy Clem	Covington
Maloy, Albert Preston	Covington
Maloy, Ernest Silvester, Jr.	Geneva
Martin, Lucy Virginia	Coffee
Mathison, Jean Sue	Henry
Maund, John Douglas	Coffee
Merrill, Conrad	Crenshaw
Merrill, Hoadley Bray	Houston
Miller, Cecil E.	Covington
Miller, Edward Lee, Jr.	Covington
Mitchum, William A.	Randolph
Mixson, Margaret	Jackson County, Fla.
Moody, Glenine	Butler
Moore, Edward M.	Door County, Wis.
Moore, Ruth Cain	Russell
Morgan, Roy W., Jr.	Muscogee Co., Ga.
Morris, Charles Irvin	Houston
Morrow, Levy Powell	Coffee
Moseley, Johnnie Coleman	Dallas
Moses, Sara V.	Crenshaw
Motes, Earnest Marshall, Jr.	Pike
Motherway, David K., Jr.	Jefferson
Motley, Faye Marie	Coffee
Mullins, John Lewis	Houston
Murphree, Thomas Edward	Pike
Myer, Clarence Clinton	Batre

Name	County
Nall, Mitchel Andrew	State of Florida
Neal, Howard Glenn	Escambia
Nelson, Clarence D.	Covington
Newman, Robert Albert	Houston
Newsom, Marcus V.	Geneva
Newton, Joseph	Houston
Nichols, Perry Herbert	Houston
Nolin, Wallace Mayes	State of Florida
Nolin, Walter Mayes	State of Florida
Norton, Robert Henry	Bullock
O'Brien, Bennie Avant	Montgomery
O'Pry, Aubrey	State of Florida
Owens, Robert Boyd	Pike
Pace, John Downer	Lee
Page, Gerald R.	Conecuh
Parker, Elvin Eugene	Covington
Parker, John T.	State of Georgia
Parker, Ouida Celia	Escambia
Parrish, Alfred Frasier	Houston
Payne, Joe H.	Pike
Payne, Joyce	Pike
Payne, Wilene	Dale
Peacock, Mary Jo	Montgomery
Peace, Virginia Lee	Covington
Peebles, Grover Cleveland	Dale
Peters, Edward Joseph	Dale
Philips, Austin Martin	Baldwin
Pierson, Connie Leroy	State of Ga.
Pleas, Annie Ruth	State of Florida
Pope, Betty Sue	Covington
Potmesil, Dorothy Frances	Baldwin
Powell, Lacey Everette, Jr.	Pike
Price, Bennie Kathryn	Fayette
Price, Jonnie	Dale
Price, Lester Johnson	Barbour
Price, William Mack	Barbour
Primm, Mack	Monroe
Quattlebaum, Howard C.	Houston
Queen, Ernest Lester	Montgomery
Quimby, Burl Vickrey	Escambia
Quimby, Walter Buford	Escambia
Railey, Ralph Neal	Pike
Rainer, Martha	Coffee
Ramer, James Edward	Covington
Ray, Willard Jackson	Elmore
Ray, Willie Joe	Lee
Reddoch, Aubrey Alexander	Pike
Reeves, Betty Lee	Bullock
Reeves, James Hiram	Pike
Reeves, William Henry	Covington
Renfroe, Joyce	Pike
Reynolds, Betty Lou	Geneva
Rhodes, Thurman Wilson	Crenshaw
Rice, Joseph Johncy	Houston
Richardson, Harold Clay	Henry
Riley, James Leonard	Dale
Robins, Thomas Bowdoin	Bullock
Roney, Jack Alexander	Geneva

Name	*County*
Rooks, Mack A.	Jackson Co., Fla.
Rountree, Thomas Jefferson	Dale
Rush, Kenneth Howell	Barbour
Salter, Wiley	Conecuh
Sanders, Horace Elmer, Jr.	Pike
Sands, Charles Raymond	Houston
Sanford, William Dennis	Jefferson
Sapp, Martha Davie	Houston
Sasser, Lawrence Bryan	Crenshaw
Sasser, Shaver, Jr.	Crenshaw
Saunders, Sabie Eunice	Geneva
Sawyer, Earl Ray	Coffee
Scarborough, Harold K.	Montgomery
Scott, James Morgan	Crenshaw
Scott, Martis S.	Chilton
Scroggins, Max L.	Barbour
Searcy, James Shelby	Covington
Sellers, Hubert Angus	Montgomery
Sessions, Murrel Opel	Pike
Seymour, Ronald	Pike
Shehane, Eugene	Barbour
Sheppard, Bernice Floyd	Pike
Sheppard, Charles R.	State of Georgia
Shirley, John Wiley	Pike
Simmons, Henry Steagall	Geneva
Skinner, Edwina	Butler
Skinner, James William	Geneva
Slay, Robert Lingo	Dale
Smith, Douglas Eugene	Chilton
Smith, Oscar Dowling	Barbour
Smith, Sam Charles, Jr.	Houston
Snellgrove, Sterling	Houston
Spear, Robert E.	Lanett
Spencer, Lester Harden	Houston
Spiegner, Leon Wilkinson	Autauga
Sport, Carolyn June	Crenshaw
Spurlock, Lillian	Pike
Spurlock, Ollie Belle	Pike
Starkey, Ennis Lee, Jr.	Blount
Starling Harold Glen	Pike
Steele, Norval Dale	Pike
Stephens, Samuel Ralph, Jr.	Geneva
Stewart, Carrie Sue	Pike
Stimpson, Clyde James	Cherokee
Stokes, Jackson W.	Coffee
Styron, Leola Charles	Crenshaw
Sudduth, James Richard, Jr.	Randolph
Sullivan, Clarence Webster	Montgomery
Sullivan, James Morgan	Geneva
Sullivan, James Richard	Lowndes
Swann, William David, Jr.	Mobile
Taylor, Henry Ford	Pike
Taylor, Warren C.	Monroe
Templeton, Margaret Ann	Elmore
Tenewitz, Frank Edward	State of N. J.

Name	*County*
Tew, Jean	Pike
Thagard, Roy Douglas	Crenshaw
Thomas, James A.	Houston
Thomasson, Max Glen	Covington
Thomaston, James Edsel	Kinston
Thompson, Gloria Jean	Pike
Thompson, Jarvis Frank	Pike
Thompson, Robert Daniel	Covington
Tice, Dorothy	Dale
Tillman, John Porter	Mobile
Tisdale, Gene Lamar	Crenshaw
Toole, Stanford	Walton
Trammell, Janice R.	Barbour
Trant, James Victor	Geneva
Trawick, Antoinette V.	Barbour
Trobaugh, Johnnie Dayle	Elmore
Turner, Randel Ned	Covington
Turberville, Henry D.	Monroe
Underwood, Frances A.	Baldwin
Underwood, Thomas C., Jr.	Houston
Uptagrafft, Jackson, Jr.	Covington
Valentine, Lonnie D., Jr.	Covington
Wade, Elizabeth Ann	Chilton
Wallace, Braxton D.	Pike
Wallace, Ike S.	Henry
Wallace, Lester Doyce	Pike
Ward, John Matthew	Pike
Ward, Sidney Morrow	Geneva
Ward, William Joseph	Houston
Watkins, Billie Paul	Coffee
Weeks, Eugene	Covington
Wells, William Hilton	Conecuh
Whatley, Mary Virginia	Elmore
Whatley, Robert Searcy	Pike
White, Lawrence Gordon	Baldwin
White, Rosemary	Pike
Whitehurst, Edgar Earl	Pike
Wideman, James Roy	Jefferson
Wilkes, Martha Louise	Geneva
Wilkinson, Mildred Elaine	Barbour
Williams, Frank B.	Crenshaw
Williams, Kathleen	Houston
Williams, Lomax Bryant	Butler
Williams, William E.	State of Georgia
Willoughby, James Thomas	Coffee
Wilson, Grady H., Jr.	State of Ga.
Wilson, George Hosmer	Crenshaw
Wilson, James Kenneth	Pike
Wishum, Thomas Carlton	Covington
Woodall, Charles Edward	Covington
Worthy, Dolph Monroe	Pike
Wright, Sara Edna	Barbour
Yance, Norman A.	Houston
Young, Texal Larue	Coffee

SOPHOMORE CLASS

Name	*County*
Ables, Albert P.	Covington
Abt, Peter	Pike
Alford, Robert W.	State of Georgia
Ammons, Charles L.	Dale
Ammons, Jean	Dale
Andress, John Mack	Pike
Andrews, Ray Marlin	Montgomery
Arnold, Mordecai R.	Baldwin
Arrants, George Wood	State of Fla.
Baggett, George Rushton	Monroe
Ballard, Darlton M.	Houston
Ballard, Jerry Parks	Covington
Barber, George Blue	Autauga
Barefield, Leamon D.	Autauga
Barlar, Joseph Daniel	State of Ga.
Barton, Radney Lester	Covington
Baxter, James Eugene	State of Fla.
Bessant, Johnny Alfred	Russell
Bibb, William Sadler	Montgomery
Bishop, William Lee	Coffee
Blankenship, Dean B.	Tallapoosa
Blanton, Harold Hubert	Pike
Botts, Elbert Abemilich	Pike
Bowden, John N.	Barbour
Bowdoin, Marianne	Coffee
Brannon, John J.	State of Florida
Brawner, Jesse Edward	Covington
Bronar, Robert	State of Florida
Bullock, John Monroe	Pike
Buckner, Melvin Floyd	Russell
Buntin, Mack D.	Houston
Burkett, Vernard Manning	Butler
Carmichael, Mary Nell	Coffee
Carnley, Louise	Coffee
Carr, Cherrie Louise	Houston
Childers, Ed Lewis	Jefferson
Childers, Neil Register	State of Fla.
Clark, James D.	Covington
Clark, Richard Paris, Jr.	Montgomery
Clary, Wilbur B.	Covington
Clinkscales, John Dixon	Talladega
Clower, Mildred E.	Elmore
Coale, Henry Pelham, Jr.	Escambia
Cobb, Gerald G.	Covington
Cockcroft, Glen Elmer	Covington
Collins, James William	Coffee
Collins, Martha Frances	Geneva
Collins, Waitman Lee	Houston
Connell, Herbert Benton	Macon
Cooper, Vernon Carel	Covington
Cope, William Revel	Crenshaw
Cowart, James Massey	Pike
Cowles, Kathleen Jones	Montgomery
Creel, Raymond E.	Dale
Cumbie, Marcus Edward	Conecuh
Cumbie, William Albert	Houston
Curtis, Lois Virginia	Crenshaw
Day, James Robert	Coffee
DeShazo, Sara Frances	Covington
Dixon, Ethel Louise	Escambia
Dominey, Johnny	Houston
Dorman, Betty Ann	Barbour
Duke, James Harold	Geneva
Easterling, William Bernard	Barbour
Eidson, Margaret	Montgomery
Estes, Louis Olna	Elmore
Evans, Francis Mason	Escambia
Ezell, William Shelby	Pike
Farish, Preston Terry	Bullock
Farrar, Jack K.	Russell
Farris, George Harry	Coffee
Farris, Jimmie R.	Coffee
Farris, William K., Jr.	Coffee
Fendley, Cyrus Vernon	Covington
Fleming, Gennette	Coffee
Flowers, Pugh B., Jr.	Covington
Fuller, Joyce Virginia	Escambia
Furlow, Helen Elizabeth	Pike
Furman, Albert Lawrence	Covington
Ganus, Watson Greene	Russell
Garner, Lyle	Dale
Garrett, Busey L.	Escambia
Garrett, Thomas Lester	Conecuh
Gibson, Martha Carolyn	Pike
Godwin, Ben Carroll	Pike
Golden, Walliam C.	State of Florida
Goodman, J. Harold	Coffee
Grant, Huey F.	Pike
Grantham, Richard C.	Dale
Grimes, John Thomas	Pike
Grouby, Edward Arthur	Autauga
Hall, William Comer	Houston
Hamer, George Nelson	State of Ga.
Hancock, Jack Moore	Montgomery
Hargrove, Ray Hulon	Pike
Harrison, William Jasper	Geneva
Hatfield, Fred James	Tallapoosa
Hayes, Andrew Wilson	Baldwin
Heath, James Warren	Covington
Hendricks, O'Neal	State of Ga.
Hicks, Grady Earl	Montgomery
Hicks, Lila Ruth	Montgomery
Himberg, James Frederick	Pike
Hobbie, Eugene G.	Montgomery
Holland, Miriam Myrl	Houston
Holley, Charles Lenard	Geneva
Holley, James Olen	Covington
Holley, James Otis	State of Florida
Holloway, Robert	Houston
Holston, Eulalia R.	Pike
Hornsby, Leon L.	Coffee
Howard, James Robert	Pike

Name	*County*
Howard, Ralph Sullivan	Pike
Hutcheson, Ashley	Covington
Hutcheson, Mary Blanche	Coffee
Johnson, Dudley Sadie	Covington
Johnson, John Coley	Pike
Johnson, John Ottis	Conecuh
Johnson, Joseph Richard	Crenshaw
Jolley, William Bertrand	State of Ga.
Jones, Doris Elizabeth	Pike
Jones, Harold Martin	Pike
Jones, James Lawrence	Autauga
Jones, Robert Roy, Jr.	Wilcox
Jones, Travis Conwall	Covington
Kennedy, Mitchel LeVere	Russell
Kinard, Helen Bates	Bullock
Kirkland, Betty Brantley	Pike
Kirkland, Mitchell Dorwin	Henry
Knotts, James Eugene	Butler
Lane, Max Herbert	State of Fla.
Lee, Byron L.	Baldwin
Lee, Dorothy Louise	Covington
Lesovich, Andrew Geoffrey	Pike
Lewis, George Bernard	Butler
Lewis, Robert Murphree	Pike
Lewis, Robert Ray	Escambia
Lloyd, Billy Earl	State of Ga.
Lowe, Richard Thomas	Chambers
McCall, Charles Ray	Covington
McCarty, Frank Wynton	Pike
McFerrin, Major Glenn	State of Ga.
McGhee, Lomus D., Jr.	Chambers
McKissack, Harris Radford	Escambia
McLean, James Angus	Barbour
McLure, William Rankin	Pike
Majors, Juanita Jean	Butler
Majors, Sumpter Hilman	Geneva
Martin, Grace	Coffee
Martinez-Faxas, L.	Cuba, West Indies
Mathews, Robert Jordan	Covington
Meadows, Charles Louis	Jefferson
Meadows, Lillian	Pike
Medley, Elred Vison	Montgomery
Middlebrooks, Billy Frank	Pike
Miller, Ellen Marie	Pike
Miller, Maurice Lewis	Pike
Mims, Opal	Dale
Mozley, James H., III	Covington
Murray, Harold Stanley	Autauga
Newman, Gerald T.	Dale
Nichols, Mary Grace	Montgomery
Norman, Haywood Eugene	Crenshaw
Norris, William E.	Houston
O'Neal, Charles Clanton	State of Fla.
Owens, Conrad A.	Geneva
Owens, Gatha Alton	Geneva
Owens, Jene William	Dale
Parrish, Helen Rhea	Coffee
Phillips, Marlin Thomas	Pike
Phillips, Bobby G.	Butler
Pinckard, Ervin Larve	Pike
Platt, Leonard E., Jr.	Butler
Pouncey, Charlie Mervin	Montgomery
Powell, Carroll Ben	Pike
Redmon, Leon Andrew	State of Fla.
Reeder, Cecil	Geneva
Reynolds, Hubert C.	Geneva
Rhodes, John Wallace	Geneva
Rhodes, Marlan Broadus	Geneva
Riddle, Charles Ludy	State of Ga.
Riley, Robert Middleton	Montgomery
Roling, C. F.	Pike
Rump, Mary Joyce	Mobile
Ryals, Elouise	Mobile
Saunders, Charles L.	Covington
Scarbrough, Louis Robert	Pike
Sharpless, Sara Dyess	Coffee
Shears, Cyrus Collins	Covington
Sheppard, Lilla Ruth	Pike
Shirley, James Grant	Barbour
Smith, Bessie Eurita	State of Fla.
Smith, George Washington	Pike
Smith, Huey Gene	Barbour
Smith, William C.	Pike
Soles, James Henry	Covington
Soloman, Jack Payne	Crenshaw
Spear, James L.	Chambers
Spivey, Nellie G.	Geneva
Spradley, Joseph P.	Pike
Stamos, Peter	State of Penn.
Stanton, Joe W.	Houston
Starling, Sidney Raymond	Pike
Steele, Henry D.	Bibb
Steiner, Henry Merle	Butler
Stevens, Pat Elizabeth	Pike
Stokes, Howard G.	Covington
Stokes, Myrus Relle	Geneva
Stone, Miriam Beatrice	Covington
Strickland, Roy B.	State of S. C.
Strickland, William F.	Geneva
Tapley, Charles Eugene	Tallapoosa
Tatum, Pauline Virginia	Coffee
Tatum, Willie Lee	Monroe
Taylor, Edward E.	Houston
Terry, John Nolan	State of Florida
Tharpe, Hugo L.	Barbour
Thomas, Grady Eugene	Coffee
Thomasson, William C.	Covington
Tidwell, Calvin Coolidge	Houston
Townsend, John W., Jr.	Pike
Trussell, William Lee	Elmore
Tucker, Silas Garrett	Monroe
Uptagrafft, Frederick	Covington
Vaughn, Wade Hampton, Jr.	Pike
Vickery, Arthur Jim	Houston
Walker, Johnie Cleters	Barbour
Walters, Robert Coleman	Pike

Name	*County*
Ward, Jo Ann	Pike
Ward, Sherwood Rex	Pike
Wasden, Emma Ruth	Escambia
Watson, David Alton	State of Fla.
Webb, Clyde Louis	Jefferson
Webb, Frances Bonny	Geneva
Wells, Elbert Ray	Covington
White, Charles King, Jr.	Pike
Whitehurst, Mattie Ruth	Pike
Whitman, Maragem	Coffee
Wiggins, Evelyn Jill	Pike
Wilkes, Mary Helen	Pike
Williford, Betty Jean	Pike
Williford, Geraldine	Pike
Williford, Thomas Earl	Pike
Willis, James Gordon	Houston
Willis, John Reginald	Monroe
Willoughby, Herman Lamar	Coffee
Wright, James Neil	Chambers
Wyatt, Nathaniel Martin	Crenshaw
Youngblood, Robert Murray	Pike

JUNIOR CLASS

Name	*County*
Abercrombie, Leonard Ballard	Pike
Adamson, John Rowe	Pike
Adkison, Harry Jackson	Geneva
Allen, William Dorman	Pike
Andrews, Wilmer G.	Dale
Anners, James Arthur	Lowndes
Baker, Ollie Baxter	State of Ga.
Barnes, Ila Merle	Escambia
Bass, John Thomas	Covington
Bazemore, Ernest D.	State of Ga.
Beck, Frances Lenora	Crenshaw
Bedsole, John B.	Samson
Blackshear, John Miles	Houston
Booth, Alfred Edwin	State of Ga.
Boswell, Annette Harris	Pike
Boswell, Jonnie Sue	Geneva
Boswell, Paul	Geneva
Botts, Elbert Abemilich	Pike
Boutwell, James Lamar	Pike
Boutwell, Thomas Ray	Pike
Brabham, John Edwin	Coffee
Bradford, R. Geoffroy	State of Fla.
Brantley, Robert Murphree	Pike
Bridges, Everett Holt	State of Ga.
Browder, Claudia	Conecuh
Bush, Mary Kate	Barbour
Cain, Lee Clark	Coffee
Carlile, C. D.	Coffee
Carlton, Marshall Marvin	Elmore
Carter, Myra Leona	Crenshaw
Chapman, Sara Talbot	Pike
Cobb, Willis Albert	State of Fla.
Comander, James Wilson	Geneva
Conter, Charles A.	State of Fla
Crittenden, Zack	Pike
Crunk, Sue Helen	Pike
Crunk, William Atkins	Pike
Curtis, Madge Juanita	Jike
Daniel, Rodger C.	Montgomery
Daniels, James F.	Crenshaw
Davis, Ellie Ree	Baldwin
Dearborn, Donald Robert	Baldwin
Dixon, Samuel Swenson	State of Fla.
Ellis, Dorothy	Coffee
Faulkner, Willie Homer	Pike
Ferrell, James Robert	Jefferson
Finney, Dorothy Nell	Elmore
Fleming, Edwin Norris	State of Fla.
Flowers, Arthur Talmadge	Pike
Flowers, Samuel Spencer	Pike
Franklin, Zurlene	Crenshaw
Golden, James S.	Tallapoosa
Golden, John B.	Elmore
Goodman, Jeanne	Coffee
Griffin, Stanley Wade	Pike
Grimes, Martha Sue	Coffee
Haisten, Albert Jack	Pike
Hamil, George Beno	Pike
Hanchey, Sam C., Jr.	Pike
Harrison, Walter Whitley	Chambers
Heath, Floyd Maxey	Covington
Herron, John Frank	State of Ga.
Hicks, Aubrey Gene	Russell
Hilyer, Earl Raymond	Russell
Horn, James Parker	Chambers
Howard, Farley William	Pike
Howell, Harry	State of Fla.
Huckaba, Qumi Greathouse	Pike
Hughes, Hubert Graves	Houston
Hutto, Earl DeWitt	Dale
Jackson, George W., Jr.	State of Ga.
Jackson, John William	Chambers
Johnston, Jane Carolyn	Pike
Jones, Calvin D.	Chilton
Jones, Fletcher Sandford	State of Fla.
Jones, Richard Carl	State of Fla.
Jones, Sidney F.	Houston
Kelley, Carey Earl	Chilton
Kelley, Joseph Lyndall	Chilton
Kelley, William Law	Pike
Key, Erskine C.	Houston
Kirkland, William Herman	Houston
Knowles, Charles R.	Elmore
Lee, Emmett Lloyd	Crenshaw

Name	*County*
Leverette, Jane Allen	Pike
Leverette, Kyle Ramage	Pike
Lewis, William Key	Pike
Lipford, Daniel Angus	State of Fla.
Little, Vester Burt	Pike
Lowery, Harvey Joe	Elmore
McCartney, Martha Angeline	Pike
McDade, Gerald Wallace	Montgomery
Maddox, Faye Holmes	Covington
Maddox, George William	Houston
Mallette, Geraldine	Covington
Meeks, Samuel Martin	Houston
Melder, Prentiss Dalton	Covington
Mendheim, Billy Joe	Houston
Mezrah, Jack Morris	Pike
Millican, Douglas	Lee
Milton, Jimmie Ruth	Geneva
Mixson, Kathryn Elizabeth	Dale
Moore, Barbara Ann	Geneva
Moseley, Neal Jennings	Crenshaw
Nall, Edward C.	State of Fla.
Neeley, James Edward	Chilton
Norris, Charles Weaver	Lowndes
Odom, Doris Jean	State of Fla.
O'Neal, Ann	Pike
Orr, Will Jeff	Houston
Parker, Dallas Ted	Dale
Parker, Elizabeth Wood	Crenshaw
Parsons, Henry Grady	Autauga
Pate, Hubert Cecil	Houston
Pelham, Henry Frank	State of Fla.
Pelham, William Howard	State of Fla.
Penn, Bonnie Louise	Dale
Pouncey, Agnes C.	Monroe
Price, Autis Embree	Dale
Reeves, James E., Jr.	Geneva
Rhoades, James	Pike
Roberts, Hazel	Dale
Robinson, Roderick D.	State of Fla.
Scott, Herman Leo	Autauga
Sheppard, Ben T.	State of Ga.
Sheppard, Betty Anderson	Pike
Shirley, Mitchell D., Jr.	Barbour
Sims, Mary Elizabeth	Pike
Smart, Thomas Weldon	Pike
Smith, Ernestine Bryars	Baldwin
Smith, Jack W.	Houston
Smith, James Ferrel	Butler
Smith, John S.	Houston
Stephenson, Mary Price	Crenshaw
Stewart, Mary Lou	Pike
Stokes, Cecil Climax	Covington
Strickland, Harry L.	State of S. C.
Stringer, Charles P.	State of Ga.
Sullivant, Frances	Dale
Swain, Martha Jo	Coffee
Taylor, James Elmer	Coffee
Thomas, Willene	Chambers
Thomas, William Marion	Pike
Thomaston, Dot Medley	Barbour
Thomsen, Mary Jane	Escambia
Threadgill, Luther Ernest	Pike
Tillery, Louie Frank	Houston
Warren, Annie Martha	Pike
Waters, Carolyn Virginia	Bullock
Weed, Olivia	Crenshaw
Weems, Mildred Mims	Dale
Welch, Jane	State of Mississippi
Wheatcroft, Kathryn	Mobile
Wiggins, Tulia	Dale
Williamson, Willie C., Jr.	Jefferson
Wilson, Norman, Jr.	Pike
Wise, Brozene M.	Coffee
Wood, Anne Maude	Dallas
Youngblood, Clifton Motes	Pike

SENIOR CLASS

Name	*County*
Alexander, Columbus R.	Pike
Allen, Edna	Pike
Allen, Mary Alma	State of Tenn.
Andress, Robert Percy	Pike
Baker, Margaret Jennie	Barbour
Bannon, Mike F.	State of N. J.
Battley, Marion Madison	State of Ga.
Bedsole, Mrs. Julia Blount	Geneva
Bragg, Sam McCrary, Jr.	State of Fla.
Burch, Robert	Geneva
Byrd, James Wilburn	Pike
Calhoun, Ammon C.	Escambia
Caton, Carbena	Covington
Coffield, William H.	Pike
Cole, Arthur Breggar	Tallapoosa
Compton, Willie Mae	Crenshaw
Cook, R. G.	Bullock
Cooper, Cora Jeanette	Covington
Crenshaw, Mary Elizabeth	Butler
BuBose, Wayland Gloster	Coffee
Easterling, Dan A.	Barbour
Fleming, Claudean	Coffee
Foxvog, Mrs. Margaret E.	Pike
Franklin, Mary Virginia	Crenshaw
Gibson, Gray	Pike
Glass, Dorothy Hilda	Houston
Gordon, John Roy	Tallapoosa
Grant, Bill L.	Covington
Graves, Arthur Wilkes	Pike
Greene, Fannie Kimbol	Pike
Greene, Rupert Daycree, Ja.	Pike
Grice, Mrs. Gladys P.	Geneva

Name	*County*
Hartin, William W.	Pike
Hearn, Mrs. Eva Nell Seay	Pike
Herrington, Elbert L.	Escambia
Hethcox, Norice	Pickens
Hughes, Buford Lamond	Houston
Jackson, Loie S.	Crenshaw
Jacobs, Dorothy	Coffee
Joiner, Wallace Ray	Houston
Jones, John Thomas	Tallapoosa
Kelley, Sara Southerland	Pike
Kilpatrick, Vernon A.	Geneva
Kirby, William Edward	Escambia
Land, Charles Edward	State of Ga.
Lee, Charles McDowell	Barbour
Little, Mrs. Sybil Lewis	Pike
Long, Arthur Bruce	Escambia
Long, Mrs. Jean Moore	Crenshaw
McGraw, Nancy	State of Fla.
McNeely, James C.	Butler
Marcus, George B.	Pike
Merritt, Cecil Eugene	Houston
Ming, James Othel	State of Fla.
Mooneyham, Grover C.	Barbour
Newsom, Clarence C.	Geneva
Parker, Mrs. Miriam McNair	Pike
Patrenos, James Hiram	State of Fla.
Peacock, Morris	Dale
Pinkerton, Cecil Quenton	Butler
Pope, Dorothy Ellen	Covington
Raber, Mary Alvin	Baldwin
Ramage, Gene M.	Houston
Shirley, Laurie	Pike
Roberts, George T.	State of Ga.
Rogers, Betty Sue	State of N. C.
Roy, Edith Irene	Autauga
Screws, William Anthony	Pike
Sessions, Nell	Chilton
Sewell, Buford Quinston	Cherokee
Shaddix, Henry Clifford	Clay
Smith, Jack	Montgomery
Smith, Martha Ann	Pike
Snell, Thomas Roscoe	Henry
Stephens, Mary Maude	Pike
Sumner, Arthur L.	Elmore
Swain, James Carlos	Coffee
Taylor, Frances	Coffee
Taylor, Frederick Melton	State of Ga.
Thompson, Mrs. Reva Wynn	Dale
Toole, Mrs. Patricia Ann	Dale
Towey, Thomas Edward	Mobile
Turner, Laura Gray	Washington
White, Dorothy Madge	Pike
Wilkes, James C.	Pike
Willis, Bob Joe	Coffee
Winoker, Sidney	State of N. Y.
Wise, William B.	Coffee
Wright, Aubrey Lee	Crenshaw
Yarbrough, Raymond C.	Autauga
Beckham, Florice C.	State of Fla.

SPECIAL

Bishop, Silas Mercer	Pike
Calhoun, Robert Allan	Baldwin
McKinnon, Jane	Pike
Ramage, Mary D.	Pike
Trapani, Umberto Luigi	State of Ga.

REGISTER OF STUDENTS OF THE SUMMER SESSION 1947

FRESHMAN CLASS

Name	*County*
Abercrombie, Julia H.	Crenshaw
Abt, Peter	Pike
Adams, Carra O.	Covington
Adams, Hildred	Barbour
Adams, Lewie Rayon	Covington
Alford, Robert Warren	State of Ga.
Andrews, Annie Mae	State of Fla.
Andrews, Ray Marlin	Montgomery
Arnold, Mrs. Mordecai R.	Baldwin
Austin, Bonnie Mayme	Baldwin
Avant, Connie Ruth	Geneva
Avant, Louise F.	Covington
Baker, Sarah Mozelle	Coffee
Bailey, Wilton Ray	Coffee
Barber, George Blue	Pike
Barefield, Leamon Dewey	Montgomery
Barnes, Corinne A.	Escambia
Bass, John T.	Covington
Bibb, William Sadler	Montgomery
Bishop, William Lee	Coffee
Black, James Merle	Escambia
Blanton, Harold Hubert	Pike
Booth, Bennie June	Covington
Bostic, Porter Silas	Geneva
Boswell, Paul	Geneva
Bowden, John N.	Barbour
Bowden, Lamar	Pike
Brandis, James Edward	Pike
Brannon, Eugene T.	State of Fla.
Bronar, Robert	State of Fla.
Browder, Mack C.	Conecuh
Brown, Carolyn Elizabeth	Conecuh
Brown, Kenneth Edward	Dallas
Bryan, Alene	Coffee
Bryan, Foy Faye	Coffee
Burgess, Mary Jeanette	Pike
Bush, Ellis Marion	Pike
Byrd, Nathan Allen	Dale
Cain, Correne	Covington
Campbell, Mary	Butler
Canant, David Glenn	Barbour
Capps, Arthur Lewis	Escambia
Carlile, Francis Alton	Coffee
Carnley, Louise	Coffee
Carpenter, Lois N.	Butler
Carter, Asa M., Jr.	Pike
Carter, George William	Pike
Carter, Mrs. Miensheu F.	Conecuh
Clark, James D.	Covington
Clark, Willie W. (Mrs.)	Coffee
Clinkscales, John Dixon	Talladega
Coale, Henry P., Jr.	Escambia
Collins, Martha Frances	Geneva
Commander, James Wilson	Geneva
Cook, Alice Jean	Henry
Cooper, Vernon Carel	Covingtou
Cotton, Audie Lee	Geneva
Creel, Raymond Eugene	Dale
Creek, Lloyd M.	Coffee
Cross, William H.	Covington
Crunk, William Atkins	State of Fla.
Cumbie, Margaret E.	Houston
Curtis, Virginia Lois	Crenshaw
Daughtry, Bill	Coffee
Davis, Imogene	Coffee
Davis, James	Montgomery
Davis, Ottilia	State of Fla.
Davison, Pearl Alma	Baldwin
Dearborn, Donald Robert	Baldwin
DeShazo, Sara Frances	Covington
Dixon, Ethel Louise	State of Fla.
Downing, Emma W.	Tallapoosa
Drake, Callyee Emogene	Crenshaw
Duke, James Harold	Geneva
Dyess, William Jennings	Pike
Dyess, Sara Sybil	Coffee
Eason, Annie Frances	Geneva
Eidson, Margaret	Coffee
English, Lena Carter	Conecuh
English, Betty Jean	Barbour
Ezell, William Shelby	Pike
Fain, Earl Henry, Jr.	Barbour
Farris, George Harry	Coffee
Farris, Jimmy R.	Coffee
Farris, William Kay, Jr.	Coffee
Farrar, Mrs. Margaret	State of Fla.
Favor, John Ellerson	Lowndes
Fields, Pearl	Conecuh
Fleming, Gennette	Coffee
Fleming, Verna	State of Fla.
Ford, Sidney	Crenshaw
Franklin, Frances Elizabeth	Escambia
Franklin, Horace Knowlton	Covington
Fuller, Sara Emma	Coffee
Fuller, Maebelle Frances	Covington
Ganus, Watson Greene	Russell
Golden, William Cecil	State of Fla.
Goodman, John Harold	Coffee
Goodwin, Charles Pierson	Monroe
Gothard, Julene Frances	Barbour
Gregg, Grace Campbell	Houston
Green, Mar'l	Pike
Grissett, Helen Jeanne	Covington
Grouby, Edward Arthur	Autauga

Name	County
Guy, Elsie	Escambia
Hagler, Lillian	Barbour
Hall, Bobbie Lou	Covington
Ham, Novis H.	Coffee
Hancock, Jack Moore	Montgomery
Hargett, A. O.	Franklin
Harris, Charlotte Ann	Montgomery
Harrison, William Jasper, Jr.	Geneva
Hart, Fannie Merle	Escambia
Hayes, Andrew Wilson	Baldwin
Heath, James Warren	Covington
Henderson, Murphy Edward	Pike
Henderson, Nell Jones	Covington
Henderson, Raley C.	State of Fla.
Henley, Lenis	Escambia
Henley, Pauline Dorothy	Escambia
Hildreth, Mattie Lou	Pike
Hobbie, Eugene Garett	Montgomery
Holley, James Olen	Covington
Holley, James Otis	State of Fla.
Horton, Nora Evelyn	Covington
Houston, Floy H.	Butler
Howard, James Robert	Pike
Howard, Ralph Sullivan	Pike
Hudson, Walter Bernard, Jr.	Barbour
Hughes, Willie Dean	Houston
Hutcheson, Avenaugh	Covington
Jackson, Cecilia L.	Escambia
Jackson, Lucille C.	Escambia
Jackson, Mrs. Thelma	Escambia
Johnson, Dudley Sadie	Covington
Johnson, Mrs. Grace A.	Dale
Johnson, John Coley	Pike
Johnson, Thovald	State of Fla.
Jolley, William Bertrand	State of Ga.
Jones, Sarah Mildred	Escambia
Jones, Travis Conwell	Covington
Kelley, Carey Earl	Chilton
Kelley, James Joseph	Pike
Kelly, Jane Ann	Pike
Kelley, Joseph L.	Chilton
Kennedy, Charles Autry	Covington
Kennedy, Mitchel LeVere	Russell
Kennedy, Robert J.	Pike
Kilpatrick, Calvin Eugene	Geneva
King, Betty	Conecuh
Lacy, Jon William	Geneva
Lane, Max Herbert	Jackson
Lee, Byron L.	State of Fla.
Lee, Erlene	Geneva
Lee, Patsy	Butler
Leslie, Doris	Pike
Lewis, Robert Murphree	Pike
Lloyd, Billy Earl	State of Ga.
Lundy, Mary Jo	Escambia
McCall, Charles R.	Covington
McCullough, Theresa	Geneva
McDuffie, Carmie Elizabeth	Geneva
McFerrin, Major Glenn	State of Ga.
McLure, William Rankin	Pike
McIntosh, Mattie Lou	Walton
McSwain, Maurice H.	Geneva
Maddox, James Alfred	Covington
Majors, Ethna	Butler
Majors, Juanita Jean	Butler
Majors, Sumpter Hilman	Geneva
Majors, Virginia Marie	Butler
Martin, Robert Calhoun	Russell
Mims, Opal	Dale
Mixson, David W.	Dale
Monk, Marion D.	Dale
Morgan, Roy Wilson, Jr.	State of Ga.
Morris, Evelyn	State of Fla.
Moye, Eunice Dee	Escambia
Murray, Harold Stanley	Autauga
Newman, Flora Jean	Dale
Newsom, Marcus Vernie	Geneva
Newton, Ida Louise	Houston
O'Brien, Bennie Avant	Covington
Overstreet, Mary Elizabeth	Escambia
Overstreet, Mrs. Pauline	Escambia
Owens, Conrad A.	Geneva
Owens, Gatha Alton	Geneva
Parker, Hilda Winifred	Houston
Parker, Ouida Celia	Escambia
Parrish, Helen Rhea	Coffee
Payne, Evelyn Mitchell	Crenshaw
Peacock, Mary Jo	Montgomery
Pelham, William Howard	State of Fla.
Penn, Carrie M.	Dale
Penry, Doris Leona	Baldwin
Phillips, Bobby G.	Butler
Piland, Eva Agness	Covington
Pippin, Sarah Loutrell	Geneva
Powell, Lacey Everette	Pike
Powell, Neva G.	Covington
Presley, Ila Mae	Butler
Price, Hayward	Tallapoosa
Purvis, Mabel	Coffee
Radford, Clara Manell	Covington
Rhodes, John Wallace	Geneva
Rice, Maurice David	Pike
Roland, Susie	Geneva
Roy, Katie Ruth	Autauga
Rumpf, Mary Joyce	Mobile
Ryals, Eloiuse	Mobile
Saunders, Charles Leonard	Covington
Savage, Muriel Carroll	Covington
Scarbrough, Louis Robert	Pike
Schofield, Cathrine Sue	Covington
Scott, Charlie William	Houston
Sharpless, Sara Dyess	Coffee
Shehane, Howard Chesley	Barbour
Sheppard, Lola Mae	Barbour
Shirley, James Grant	Barbour
Shy, Mrs. Mabel	Geneva

Name	*County*
Smith, Jack W.	Geneva
Smith, Mary Margaret	Escambia
Sooy, Byard Ernest, Jr.	Montgomery
Spears, Mrs. Linnie Lee B.	Geneva
Spivey, Nellie Grace	Geneva
Sport, Lenora	Crenshaw
Stanton, Joe W.	Houston
Starling, Sidney Raymond	Pike
Stewart, Mrs. Dovie	State of Fla.
Stewart, Kittie Clyde	State of Fla.
Still, Theron	Escambia
Stokes, Myrus R.	Geneva
Stone, Mrs. Miriam B.	Covington
Striplin, Mrs. Zara R.	Coffee
Styron, Leola Charles	Crenshaw
Sullivan, James Richard	Lowndes
Tate, Mrs. Eddie May	Butler
Tharpe, Hugo Logus	Barbour
Thomas, Grady Eugene	Coffee
Thompson, Esther Ruth	Escambia
Tomme, Mrs. Ola D.	Russell
Turberville, Henry D.	Monroe
Turberville, Russell James	Monroe
Underwood, Mrs. Frances A.	Baldwin
Valade, Brady Lea	State of Fla.
Valentine, Lonnie D., Jr.	Covington
Vann, Sarah Evelyn	Houston
Vickers, Leroy	Houston
Walters, Roberg Coleman	Pike
Wasden, Emma Ruth	Escambia
Watson, Lillie Ruth	Mobile
Webb, Frances Bonny	Geneva
Weed, Mrs. Julia Foster	Jackson
Weeks, Mrs. Ruthe E.	State of Fla.
Welch, Joann	Covington
Wells, Elbert Ray	Covington
Wells, Mrs. Rebecca Louise	Houston
White, Charles King, Jr.	Pike
Whitman, Maragem	Coffee
Wiggins, Helen	Escambia
Wilkerson, Faye	State of Fla.
Wilkinson, Randolph R.	Barbour
Williamson, Cline W., Jr.	Lowndes
Williamson, Sylvia Lurlene	Escambia
Willoughby, Herman Lamar	Coffee
Wilson, Jewel Marie	Geneva
Wilson, Ray Hilton	Geneva
Wise, Jeanette	Covington
Wyatt, Nathaniel Martin	Crenshaw

SOPHOMORE CLASS

Name	*County*
Abercrombie, Leonard B.	Pike
Adamson, John R.	Pike
Adkison, Harry Jackson	Geneva
Andrews, Mrs. Ella Lou	State of Fla.
Andrews, Jacob L.	State of Fla.
Anners, James Arthur	Lowndes
Arrants, George Wood	State of Fla.
Austin, Juanita	Covington
Baker, Ollie B.	State of Ga.
Ballard, Darlton McL.	Houston
Ballard, Jerry P.	Covington
Barlar, Joseph Daniel	State of Ga.
Bazemore, Ernest D.	State of Ga.
Beck, Frances Lenora	Crenshaw
Bedsole, John B.	Geneva
Bedsole, Mrs. Ray	State of Fla.
Bedsole, Mrs. Willis	Geneva
Beverly, Margaret Ann	Pike
Bickford, Robert (Mrs.)	Pike
Blackshear, John M.	Calhoun
Blount, Tommie Sue	Geneva
Boone, Mrs. Agnes C.	Monroe
Booth, Alfred Edwin	State of Ga.
Boswell, Annette Harris	Pike
Boswell, Jonnie Sue	Geneva
Botts, Elbert Abemilich	Pike
Boutwell, James Lamar	Pike
Boutwell, Thomas Ray	Pike
Bozeman, Mrs. D. M.	State of Fla.
Brabham, John Edwin	Coffee
Brantley, Robert Murphree	Pike
Bridges, Everett Holt	State of Ga.
Brooks, Mrs. Maxine H.	Conecuh
Browder, Claudia	Conecuh
Brown, James Harlan	Geneva
Broxson, Leatrice	State of Fla.
Broxson, Seattle	State of Fla.
Buckner, Melvin Floyd	Russell
Bullock, John Monroe	Pike
Burkett, Vernard Manning	Butler
Bush, Joseph Earl	Pike
Cain, Lee Clark	Coffee
Carlile, C. D.	Coffee
Carlton, Marshall Marvin	Elmore
Carter, Myra L.	Crenshaw
Champion, Jacob B.	Montgomery
Clary, Wilbur B.	Covington
Cobb, Willis Albert	State of Fla.
Cockcroft, Glen E.	Covington
Collins, Mrs. Ruth B.	Pike
Conter, Charles A.	State of Fla.
Cope, William Revel	Crenshaw
Copeland, Charles T.	Pike
Corcoran, Mrs. Audrey P.	Pike
Cowart, James Massey	Pike
Craddock, Mrs. Mildred J.	Henry

Name	County
Cramer, Mrs. Delma	Coffee
Crunk, Mrs. Sue Helen	Pike
Curry, Emma Jean	Butler
Daniel, Rodger C.	Montgomery
Daniels, James Franklin	Crenshaw
Davis, Addie Juanita	Geneva
Davis, Sara Frances	Wilcox
Davis, Wille Mae	State of Fla.
Day, James Robert	Coffee
DeVaughn, Mrs. Viola F.	State of Fla.
Dixon, Samuel S.	State of Fla.
Driggers, James Larue	Covington
Dunbar, Donal Steuben	Pike
Dunn, Mrs. Janie Colquitt	Crenshaw
Faulkner, Willie H.	Pike
Fendley, Cyrus Vernon	Covington
Findley, Lois Magdalene	Conecuh
Finney, Dorothy Nell	Elmore
Fleming, Edwin Norris	State of Fla.
Fleming, Mrs. L. G.	State of Fla.
Flowers, Samuel Spencer	Pike
Foshee, Doris Imogene	Covington
Franklin, Madge Juanita	Pike
Franklin, Zurlene	Crenshaw
Geohagan, Mrs. Lois M.	Covington
Golden, James S.	Tallapoosa
Golden, John B.	Elmore
Goodman, Jeanne	Coffee
Grant, Lillie Mae	Monroe
Grantham, Richard C.	Dale
Graves, Arthur Wilkes	Pike
Graves, Evelyn Jill	Pike
Griffin, Mrs. Frances S.	Pike
Griggs, Mrs. Gladys C.	Houston
Grimes, Martha Sue	Coffee
Haisten, Henry H., Jr.	Pike
Hall, Mrs. Ellen Pruette	Baldwin
Hall, William Comer	Houston
Ham, Cora A.	Coffee
Hamer, George Nelson	State of Ga.
Hamil, George Beno	Pike
Harrison, Horace F.	State of Fla.
Harrison, Walter Whitley	Chambers
Herron, John Frank	State of Ga.
Hicks, Aubrey Gene	Russell
Himberg, James Frederick	Pike
Holmes, Faye	Covington
Horn, James Parker	Chambers
Howell, Harry	State of Fla.
Hughes, Hubert Graves	Houston
Hutto, Earl Dewitt	Dale
Jackson, John William	Chambers
Johnson, James Dan	Dale
Johnson, Joseph Richard	Crenshaw
Johnston, Jane Carolyn	Pike
Johnston, Katherine A.	Crenshaw
Joiner, Wallace Ray	Houston
Jones, Calvin Daws	Chilton
Jones, Fletcher S.	State of Fla.
Jones, Josephine	Geneva
Jones, Mrs. Maybelle Minnie	Dale
Jones, Murry Manning	Pike
Jones, Richard Carl	State of Fla.
Jones, Robert Roy	Wilcox
Jones, Sidney F.	Houston
Kelley, Helen Sue	Coffee
Kelley, William Law	Pike
Kendrick, Mrs. Mildred P.	Covington
Kervin, Mrs. Ruby T.	Butler
Kay, Erskine C	Houston
King, Mrs. Van	Pike
King, Wilbur Jackson	Pike
Kirkland, Betty Brantley	Pike
Kirkland, William Herman	Houston
Knowles, Charles R.	Elmore
Kolb, Mrs. Dorothy D.	Dale
Leatherwood, Mrs. Martha F.	St. Clair
Lee, Dorothy Louise	Covington
Leslie, Felix W., Jr.	Pike
Lesovich, Andrew Geoffrey	Pike
Linton, Dorothy Cornelia	Crenshaw
Lipford, Daniel Angus	State of Fla.
Little, Vester Burt	Pike
Lowery, Harvey Joe	Elmore
McCallister, Mrs. Mae	Houston
McCart, Mack	Coffee
McCarty, Frank Wynton	Pike
McDade, Geral Wallace	Montgomery
McIntosh, Edna Earl	Geneva
McKinley, Marion Lewis	Monroe
McLean, James Angus	Barbour
McNeill, Priscilla White	Covington
Mallette, Geraldine	Covington
Marler, Bertha Mae	Coffee
Martin, Mae	Coffee
Massey, Mrs. Grace Kimbra	Crenshaw
Meeks, Samuel Martin	Houston
Melder, Prentis Dalton	Covington
Mendheim, Billy J.	Houston
Mezrah, Jack Morris	Pike
Middlebrooks, Billy Frank	Pike
Miller, Maurice Lewis	Pike
Miles, Lizzar	Coffee
Miller, Bond Wallace	Houston
Milton, Jimmie Ruth	Geneva
Ming, William T., Jr.	State of Fla.
Mixson, Kathryn Elizabeth	Dale
Moore, Barbara Ann	Geneva
Mullins, Mrs. Kate Vann	Houston
Nall, Edward C.	State of Fla.
Neeley, James Edward	Chilton
Nichols, Mrs. Mary E.	Montgomery
Norris, Charles Weaver	Lowndes
Odom, Doris Jean	State of Fla.
Olds, Mrs. Mary F.	State of Ga.
Orr, Will Jeff	Houston

Name	County
Padgett, Mrs. Alice B.	State of Fla.
Park, Mrs. Allie Boswell	Pike
Parker, Dallas Ted	Dale
Parsons, Henry Grady	Autauga
Pate, Hubert Cecil	Houston
Patrenos, James Hiram	State of Fla.
Perry, Mrs. Katherine T.	Covington
Perry, William Murphy	Russell
Pinckard, Mrs. Marjorie P.	Crenshaw
Platt, Leonard E.	Butler
Pouncey, Charlie Mervin	Crenshaw
Pruette, Mrs. Louise F.	Baldwin
Rasmussen, Mrs. Aurelia D.	Houston
Reeder, Cecil Marion	Geneva
Reeves, James E., Jr.	Geneva
Richardson, Corlis Creel	Dale
Rister, Wilson Neil	Dale
Roberts, Hazel	Dale
Robinson, Romania Cook	Houston
Roling, C. F.	Pike
Ross, Lucile	Barbour
Rosser, Eva Lavinn	Jefferson
Russell, John Coleman	Geneva
Saliba, Elie T.	Houston
Samples, Mrs. Bessie Byrd	Dale
Scott, Herman Leo	Autauga
Searcy, Myrtle Lois	Pike
Sellers, Annie Pearl	Houston
Sellers, Robert Leon, Jr.	Pike
Sheppard, Bennie T.	State of Ga.
Shirley, Mitchell D., Jr.	Barbour
Smith, Ernestine Bryars	Baldwin
Smith, Huey Gene	Barbour
Smith, James Ferrel	Conecuh
Smith, John Sim	Houston
Smith, Myrtle Easter	Butler
Snell, Thomas Roscoe	Henry
Spears, Ruby Alford	Geneva
Spradley, Joseph P.	Pike
Spurlock, Elizabeth	Pike
Stallworth, Mrs. Eudora G.	Escambia
Stanley, Mrs. Arah P.	Chilton
Stephens, Mrs. Lora B.	Houston
Stephens, Mrs. Oneille Jones	Mobile
Stephenson, Mary Price	Crenshaw
Stewart, Mary Lou	Pike
Still, Mrs. Mary Sheehan	Escambia
Strickland, Harry	State of S. C.
Stringer, Charles Preston	State of Ga.
Sullivan, Clarence W.	Montgomery
Swain, Martha Jo	Coffee
Tatum, Willie Lee	Monroe
Taylor, James Elmer	Coffee
Thomas, Willene	Chambers
Thomas, William Marion	Pike
Thomley, Mrs. Inez M.	Houston
Thomsen, Mary Jane	Escambia
Thompson, Mrs. Myrtle R.	Escambia
Threadgill, Luther Ernest	Pike
Tidwell, Calvin Coolidge	Houston
Tillery, Louie Frank	Houston
Towey, Thomas Edward	Mobile
Tureson, Mrs. Mae Hurley	Baldwin
Underwood, Mrs. Willie E.	Houston
Uptagrafft, Frederick	Covington
Ward, Sherwood Rex	Pike
Warren, Annie Martha	Pike
Warren, William Monroe	Pike
Waters, Mrs. Julia	Baldwin
Watford, Helen Joyce	Houston
Watkins, Mrs. Eddie Mae	Houston
Watson, David Alton	State of Fla.
Weaver, Mrs. Giscene Rister	Henry
Welch, Jane	State of Miss.
Whigham, Lizzie Mae	Geneva
White, Blair J.	State of W. Va.
White, Elbert Jefferson	Pike
Wiggins, Roy S.	Pike
Wiggins, Tulia	Dale
Wilkerson, Mrs. Carrie P.	Covington
Wilkes, Mary Helen	Pike
Williams, Sarah Kate	State of N. C.
Willoughby, Jessie Merle	Coffee
Willoughby, John Sterling	Coffee
Winoker, Sidney	State of N. Y.
Wise, Mrs. Brozene M.	Coffee
Wise, William B., Jr.	Coffee
Womble, Valeria Cornelia	Houston
Wood, Annie Maude	Dallas
Worley, Katherine G.	Covington
Youngblood, Clifton Motes	Pike
Youngblood, Robert Murray	Pike

JUNIOR CLASS

Name	County
Adams, Ewell B.	Covington
Allen, Edna	Pike
Allen, William Dorman	Pike
Andress, Robert P.	Pike
Ard, Flodora	Dale
Arrants, Mrs. Dell Owens	State of Fla.
Ashworth, Oliver Rhodes	Pike
Bannon, Michael F.	State of N. J.
Barefoot, Estelle L.	Coffee
Barnette, Mrs. Buford P.	Morgan
Bates, Maggie Bessie	Lowndes
Battley, Marion M.	State of Ga.
Beasley, Mrs. Lillie McGill	Dale
Beck, Mrs. Clara Dendy	Crenshaw

Name	*County*
Bedsole, Polly Onita	Coffee
Bice, Ora Mae	Baldwin
Blalock, William Leonard	Henry
Bowden, Earl Max	Coffee
Boyd, Annie Mae	Barbour
Boyd, Mrs. Mary G.	Mobile
Bragg, Sam McCrary, Jr.	Escambia
Brannon, Mrs. Mary Lou	State of Fla.
Brantley, Joe Kirven	Pike
Brook, Mrs. Sarah	Crenshaw
Browder, Johnie Mae	Butler
Broxson, Mrs. Fairy V.	Geneva
Brunson, Fox Henry	Coffee
Bryan, Mrs. Bertie Hix	Butler
Buntz, Mrs. Mary Lou P.	Butler
Burch, Robert	Geneva
Byrd, James Wilburn	Pike
Calhoun, Ammon C.	Escambia
Callahan, Leila Comstock	Mobile
Capell, Mrs. Lucile P.	Lowndes
Carlton, Mrs. Teresa Ellis	Lowndes
Caton, Carbena	Covington
Chancellor, Mrs. Ruby S.	Pike
Clements, Mrs. Genie E.	Dale
Cobb, Mrs. Johnnie Watson	Houston
Coffield, William H.	Pike
Cole, Arthur Breggar	Tallapoosa
Compton, Willie Mae	Crenshaw
Conrad, Mary Ann	Pike
Cooper, Jeanette Cora	Covington
Cox, Rennie Arneta	Coffee
Crawford, Myra	Houston
Davis, Dorothy	Coffee
Dean, Annie Lora	Conecuh
Deese, Mrs. Aletha	Houston
Dominey, Mrs. Evie S.	Barbour
Douglas, Mrs. Mary Ellen	Dale
DuBose, Wayland Gloster	Coffee
Easterling, Dan Allen	Barbour
Ellis, Mrs. Amy Cole	State of Fla.
Faust, Mrs. Susye Flournoy	Dale
Feagin, Julia	Conecuh
Fleming, Claudean	Coffee
Folmar, Mrs. Lois Graves	Pike
Fowler, Mrs. Lorelle Key	Houston
Freeman, Lillie Mae	Dale
Gantt, MaeBelle Ward	Covington
Garner, Irene Wilson	Covington
Gellerstedt, Jeanne L.	Pike
Gibson, Gray	Pike
Gibson, John William	Pike
Giganti, Mrs. Edna Mae	Montgomery
Glass, Earline Mae	State of Fla.
Goodman, Willer Belle	Coffee
Gorce, Thomas Glen	Butler
Grant, Sarah Bates	Geneva
Grantham, Mrs. Corene Carr	Henry
Grant, William L.	Covington
Green, Euvella Lavonia	Pike
Greene, Fannie Kimbol	Pike
Greene, Rupert Dacree	Pike
Grice, Mrs. Gladys P.	Geneva
Griffin, Mrs. Ethel H.	Geneva
Griffin, Stanley W.	Pike
Gulledge, Mrs. Frances B.	Chilton
Hanchey, Sam Carroll	Pike
Harris, Mary E.	Houston
Hendricks, Walter G., Jr.	State of Ga.
Hogg, Mrs. Arkie	Butler
Holman, Mrs. Floride A.	Dale
Houston, Mrs. Floy H.	Butler
Hughes, Buford Lamond	Houston
Jackson, George W.	State of Ga.
Jackson, Mrs. R. McKenzie	Escambia
Jacobs, Dorothy	Coffee
Johnson, Mrs. J. Ellis	Dale
Johnson, Mary Gregg	Monroe
Johnson, Mrs. Ruby Rigsby	Conecuh
Joiner, Mary Etta	Houston
Jones, Mrs. Annie Mae	Houston
Jones, Christine	Elmore
Jones, John Thomas	Tallapoosa
Jordan, Curry Chamliss	Pike
Kelley, Mrs. Ora L.	Coffee
Kennedy, Mrs. Miriam V.	Pike
Kilpatrick, Vernon A.	Geneva
King, Mrs. Virgie Edwards	Dale
Kirby, William Edward	Escambia
Knapp, Roy Keith	Dale
Knowles, Mrs. Susie K.	Houston
Lamb, Lucille	Houston
Land, Charles Edward	State of Ga.
Layton, Mrs. Mary Mallette	Butler
Lee, Charles McDowell	Barbour
Little, Mrs. Sybil Lewis	Pike
Locklin, Mrs. Mary R.	State of Fla.
Long, Arthur Bruce	Escambia
McCartney, Mrs. Martha A.	Pike
McGee, Willie Jean	Autauga
McGowan, Mrs. Evelyn G.	Baldwin
McGowin, Everette	Pike
McGowin, Joseph Jackson	Pike
McGraw, Nancy	State of Fla.
McNair, Miriam E.	Pike
Majors, Mrs. Marie J.	Conecuh
Marcus, George B.	Pike
Martin, Mrs. Nellie B.	Coffee
Mathews, Mrs. Sue Price	Coffee
Merritt, Cecil Eugene	Houston
Miller, Bernice Olivia	Baldwin
Miller, Billy R.	Houston
Ming, James Othel	State of Fla.
Moll, Claire	Pike
Mooneyham, Grover Cleveland	Barbour
Moore, Jeanne	Coffee
Morrison, Hettie	Covington

Name	*County*
Morton, Mrs. Lois Baker	Dale
Murchison, Annie Mae	Elmore
Murphree, Mrs. Elma S.	Autauga
Murphy, Mrs. Johnnie P.	Houston
Nash, Mrs. Omega Flowers	Houston
Nelson, Ramona Reichard	Escambia
Newsom, Clarence C.	Geneva
Norris, William E.	Houston
O'Neal, James Frank	Pike
Orr, Mrs. Augie W.	Geneva
Paramore, Mary Vic	Dale
Pearson, Eva D.	Coffee
Pope, Dorothy Ellen	Covington
Rabwr, Mary Alvina	Baldwin
Raley, Lucille	Pike
Ramage, Gene M.	Houston
Relf, Florence Lila	Baldwin
Rhoades, James	Pike
Rhoades, N. W.	Coffee
Richards, Frances	Geneva
Roberts, George T., Jr.	State of Ga.
Screws, William Anthony	State of Ga.
Sellers, Laura Maye	Geneva
Sewell, Buford Quinston	Cherokee
Shaddix, Henry C.	Clay
Shine, Mrs. Margaret A.	Covington
Shirley, Laurie	Pike
Shiver, Garia	State of Fla.
Smart, Thomas Reynolds	Pike
Smart, Thomas Weldon	Pike
Smith, Edith Roy	Autauga
Smith, Jack	Montgomery
Sorrells, Melvin	Houston
Spears, Ruby Naomi	Geneva
Stallings, Robert Thomas	Pike
Stanley, Mrs. Helen S.	Coffee
Stephens, Mrs. Mary Maude	Pike
Suddith, Mrs. E. B.	Conecuh
Swain, James Carlos	Coffee
Thompson, Mrs. Reva W.	Wynn
Tomberlin, Mrs. Ruth A.	Coffee
Toole, Mrs. Patricia Ann	Houston
Trawick, Archie B.	Baldwin
Trawick, Mrs. Idalee Barnes	Barbour
Underwood, Mrs. Blennie L.	Houston
Wade, Evie Cynthia	Coosa
Warr, Doris Eugenia	Barbour
Waters, Carolyn Virginia	Bullock
Watson, Mrs. Pluma S.	Crenshaw
Weed, S. Olivia	Crenshaw
Whittle, Vernon Aileen	Butler
Wilkes, J. C., Jr.	Pike
Wilkindson, Mrs. Maribel B.	Butler
Williams, Mrs. Annie Mae V.	Houston
Williams, Leila	Geneva
Williamson, Mrs. Rosa G.	Montgomery
Willis, Bob J.	Pike
Windham, Mrs. Maud Byrd	Dale
Wise, Mrs. Ione Blanton	Coffee
Woodham, Dorothy Grace	Dale
Wright, Aubrey Lee	Crenshaw
Wynn, Inna Adams	Houston
Yarbrough, Raymond C.	Autauga

SENIOR CLASS

Name	*County*
Alexander, Columbus R.	State of Ga.
Alexander, Mrs. Leola S.	Butler
Baker, Mrs. Louise Carr	Henry
Baker, Mrs. Marie S.	Covington
Barker, Jessie Erin	Escambia
Barner, Mrs. Ethel P.	Dale
Barnett, Mrs. Margie Phillips	Butler
Bedsole, Mrs. Julia Blount	Geneva
Bentley, Mrs. Gladys G.	Crenshaw
Blackwell, Mrs. Hilda M.	Houston
Boothe, Mrs. Irene Adams	Pike
Bostick, Annie Lou	Henry
Boswell, Pauline Hildreth	Bay
Bottoms, Ruth	Dale
Bowdoin, Leroy	Coffee
Bowers, Frances Marion	Pike
Bozeman, Ruth Wilson	Crenshaw
Bratcher, Mrs. Verona M.	Butler
Brooks, Mrs. Elizabeth D.	Dale
Burks, Marilyn	Pike
Bush, Martha Claire	Tallapoosa
Butler, Mrs. Lucile DePriest	Butler
Carpenter, Clem W.	Crenshaw
Chunn, Mrs. Ethel Warren	Covington
Chunn, Marlin Ander	Covington
Cleveland, Mrs. W. R.	State of Ga.
Collins, Harold Ray	Pike
Coplin, Margaret Anne	Covington
Crook, Mrs. Erie M.	Coffee
Crowell, Mrs. Sula N.	Elmore
Dade, Lounette G.	Baldwin
Darby, Doris	Clay
Dean, Alton Alexander	Geneva
Dean, Mrs. Alton Alexander	Geneva
Driscoll, Jeremiah	Monroe
Duggan, Mrs. Jimmie H.	Crenshaw
Eddins, Mrs. R. J.	State of Fla.
Edwards, Mrs. Mary Ray	Dale
Emery, Mrs. Bronnie K.	Houston
English, Judge W.	Barbour
Fallin, Mary Eleanor	Pike
Faulk, Mrs. Lee Ella B.	Barbour

Name	*County*
Forster, Minerva Grace	Baldwin
Fowler, Wilmer G.	State of Fla.
Franklin, Mary Virginia	Crenshaw
Freeman, Crawford Calmese	Barbour
Garrett, Sudye Bertha	Baldwin
Garrick, Lily Alma	Baldwin
Glass, Dorothy Hilda	Houston
Harper, Joseph Frank	Coffee
Hataway, Curtiss Cranford	Pike
Helms, Mrs. Lettie Payne	State of Fla.
Herrington, Elbert L.	Escambia
Hethcox, Norice Lazelle	Pickens
Hewston, Ruby C.	Dallas
Hobbs, Roy Edgar	State of Fla.
Hornsby, Martha Jean	Crenshaw
Hull, Mrs. Agnes Kelley	Elmore
Hullett, Louise N.	State of Fla.
Hullett, Vionna Aseneth	State of Fla.
Ingram, Clarice	Houston
Johnson, Arvie Cook	Butler
Johnson, Edna Earl	Houston
Johnston, Mildred Eleanor	Pike
Jones, Mrs. Gladys B.	State of Fla.
Kennedy, Bennie Maude	Pike
Key, James William	Marion
King, Marion Steiner	Montgomery
Lamont, Hubert	Butler
Lannina, Mrs. Evelyn Letcher	Macon
Lee, Mrs. Helen P.	Baldwin
Lee, Shirley	Escambia
Lowery, Mrs. Jimmie Tollison	Coffee
McCall, Mrs. Lillie Mae	Pike
McKinley, Myrtle A.	Monroe
McKinnon, Philip D.	Coffee
McLain, Willie Jiles	Henry
McLeod, Mrs. Frances Talbot	Pike
McNair, Marilyn Martha	Pike
Maddox, Mrs. Louise M.	Houston
Majors, Betty	Butler
Mallette, Juanita	Covington
Meacham, Jean	Coffee
Miller, Marjorie Benton	Baldwin
Moll, Mrs. Elma	Pike
Moore, Jean Ophelia	Crenshaw
Ogburn, Patricia	Geneva
O'Gwynn, Olive Lillian	Mobile
Parker, Mrs. Bonnie Faulk	Dale
Parker, Virginia	Geneva
Pate, Olen B.	State of Fla.
Peacock, Morris	Dale
Pelt, Daniel F.	State of Fla.
Petty, David	Crenshaw
Porter, Esther S.	Barbour
Powell, Mrs. Elizabeth Y.	Covington
Prestwood, Mrs. Jimmie Payne	Coffee
Raye, Irene M.	Butler
Rhodes, Mrs. Kate Curtis	Crenshaw
Rhodes, Ruby Kathryn	Montgomery
Riley, Mrs. Murrelle	Henry
Roberts, Joseph Marion	Coffee
Rowe, Mrs. Helen Moseley	Coffee
Ruffin, EvyLeria	Conecuh
Rushton, Mrs. Kay Franklin	Crenshaw
Salter, Mary Evelyn	Butler
Scott, Ruth Louise	Mobile
Sessions, Nell	Chilton
Sessions, Sallie Reeves	Pike
Shaddix, Eleese Adamson	Chambers
Smathers, Mrs. Gertrude J.	Covington
Smith, Mrs. Lillie Morrison	Covington
Smith, Martha Ann	Pike
Stembridge, Mrs. Mildred	Houston
Stembridge, Mrs. Vea G.	Dale
Stough, Tommie Jean	Montgomery
Talbot, Peggy	Pike
Taylor, Frances	Coffee
Taylor, Frederick M.	State of Ga.
Terrell, Mrs. Sara Davis	Pike
Tew, Frances	Pike
Tew, Nettie G.	Mobile
Thomas, Clarabel Taylor	Crenshaw
Thompson, Mrs. Dixie G.	Covington
Thornton, Mrs. Vivian B.	Elmore
Till, Edna	Butler
Tisdale, Vera Pearl	Crenshaw
Tjomsland, Arnold C.	Pike
Toole, Ralph	Houston
Turner, Margaret	State of Fla.
Tyler, Sara Ellen	Coffee
Vaughan, Mrs. Annie L.	Coffee
Vaughan, Lillian A.	Mobile
Vickrey, Ardieth	Escambia
Wall, Sara Irene	Elmore
Walton, Mrs. Loura M.	Dale
Wells, Corinne	Dale
Whaley, Katie A.	Pike
Wheelus, Mrs. Kathryn O.	Houston
White, Dorothy Madge	Pike
Wilkes, Annabelle Ammons	Coffee
Williams, Susie	Houston
Wilson, Gwendolyn J.	Covington
Wilson, Hugh D.	Covington
Young, Ned	Coffee
Youngblood, Nina P.	Pike

POST-GRADUATES

Name	*County*
Arant, Mrs. Mildred Ollie	Pike
Bassett, Mrs. Martha C.	Pike
Bowden, Mrs. Dorothy P.	Coffee
Bruce, Mrs. Jean Steele	Dale

Name	*County*
Crook, Kermit G.	Coffee
Hataway, Mrs. Laura Evelyn	Pike
Horn, Mrs. Marie D.	Crenshaw
Jackson, K. P.	State of Fla.
Martin, Edith Myzelle	Crenshaw
Nelson, Sidney W.	Pike
Sells, Mrs. Virginia D.	Bullock
Shottis, Mrs. Mary Coskrey	Pike
Taylor, Mrs. Cornelia V. W.	Crenshaw
Vinson, McKenzie Emmett	Escambia
Wilkes, Mrs. Pearl M.	Pike

SPECIAL STUDENTS

Ausley, Eula S.	Geneva
Bryan, Mrs. Belle B.	Crenshaw
Capell, Mrs. Lucile Powell	Geneva
Outlaw, Turner	Geneva
Weidner, Charles Lehr	Coffee

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